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Montana Statewide Education Profile

Second Edition


**K-12 Public Schools
School Year 1998-99**

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Introduction



I am delighted to present the second edition of the *Montana Statewide Education Profile*. Our purpose is to encourage a comprehensive look at Montana's public school system through a broad range of quality indicators. This document is designed to help Montanans evaluate the state of education in Montana. It is also a model for individual schools and districts.

This second edition builds on our previous work creating the first *Profile*. We have added to the baseline data by including observations about the trends in the indicators of quality education. I believe an awareness of trends is of particular value as we determine where to focus our efforts.

The topics presented in this *Profile* were chosen based on public input at town meetings across the state. I direct your attention to the list of questions in **Appendix A**. These questions were identified in town meetings as most important in assessing school systems. In **Appendix B**, we offer a set of questions that might help educators and community members open a dialogue about their local schools. We are proud of the commitment and talent of our teachers, and proud of the high quality education our children receive. Our schools can only maintain that quality through active partnership of community members, parents, educators, and school board trustees. In Montana, we know that partnership works. Information that is accurate and relevant can assist the schools and communities with decisions about education.

This *Profile* can be an important tool to help us do a better job for Montana's children.

State Superintendent

A handwritten signature in black ink that reads "Linda McCulloch". The signature is written in a cursive, flowing style.

Linda McCulloch

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Executive Summary

Montana Education Profile at a Glance

Montanans want information that will help them better understand the quality of education being provided to the children of our state and communities. Each measure in this report represents a snapshot in time. However, when measures are combined and observed over time, a clearer picture emerges than any single measure could provide. The information can help identify strengths and weaknesses, and help target education resources to areas of need.

The measures found in this publication include the following information about Montana schools:

- *Montana Context:* Enrollment in Montana schools has been declining since 1996-97. First the elementary began to decline, and now the high school numbers are decreasing.
- *Indicator 1, Program Offerings and Courses:* The number of high school students taking a strong academic core of courses has declined over the past several years.
- *Indicator 2, Environment for Learning:* The number of students indicating they had been in a physical fight or carried a weapon to school has declined over the past several years.
- *Indicator 3, Student Achievement:* On several achievement measures, students continue to obtain the highest scores in science.
- *Indicator 4, School Success:* The overall high school completion rate for the class of 1999 was 82 percent. However, the completion rate for American Indian students was only 59 percent.
- *Indicator 5, Student Services and Activities:* More than 22 percent of high school girls are involved in extracurricular vocal music activities, and football attracts 26 percent of high school boys.
- *Indicator 6, School Finance:* Expenditures for instruction and services to students are nearly two-thirds of total expenditures. Those costs include the direct interactions between teachers, librarians, counselors, and students. The remaining one-third includes building and maintenance costs, student transportation, extracurricular activities, district and building administration, and other costs.
- *Indicator 7, School Staffing and Teacher Characteristics:* Although the number of teachers changed only slightly between 1996-97 and 1998-99, the number of special education and Title I teachers increased by 142, and elementary, business, and other vocational education teachers decreased by 136. The number of English, science, social studies, and mathematics teachers also declined, while the number of applied technology and computer education teachers increased.
- *Indicator 8, Student Involvement in Learning:* The average attendance rate for students declined slightly at both elementary and high school levels.

Executive Summary

Montana Education Profile at a Glance

- *Indicator 9, School Facilities:* The 1998-99 state subsidies for school facilities provided 9.6 percent of total debt service.
- *Indicator 10, Background Characteristics of Students:* The portions of students eligible to receive services for special education or the School Foods programs have increased since 1996-97.

The arrows indicate if a trend is up or down. Many trends show little change or may be only informational. Red arrows indicate positive changes.

Montana Context

Enrollment	96-97	98-99	Trend
Public Schools	164,627	159,988	↓
Private Schools	8,648	8,672	↔
Home Schools	3,275	3,412	↑

Indicator 1: Program Offerings and Courses

Participation in largest programs for special services

Program

Special Education	93%	98%	↑
Title VI	92%	95%	↑
School Foods	65%	65%	↔
Title I	64%	65%	↑

Students taking core curriculum ACT

Montana	59%	56%	↓
National	59%	60%	↑

Indicator 2: Environment for Learning

Montana Youth Risk Behavior Survey (YRBS)

Activities on School Property

In physical fight	13.6%	12.7%	↓
Carried weapon	12.4%	9.2%	↓

Executive Summary

Montana Education Profile at a Glance

Indicator 3: Student Achievement

Montana statewide achievement test reporting
Percent of students scoring Proficient and
Advanced i.e. in stanines 5 through 9

Subject - Grade 4	National	Montana 1996-97	Montana 1998-99	Trend
Reading	60%	72%	72%	↔
Mathematics	60%	70%	72%	↑
Science	60%	77%	75%	↓
Social Studies	60%	74%	73%	↓
Language Arts	60%	70%	69%	↓
Subject - Grade 8				
Reading	60%	75%	75%	↔
Mathematics	60%	72%	74%	↑
Science	60%	78%	78%	↔
Social Studies	60%	77%	76%	↓
Language Arts	60%	72%	71%	↓
Subject - Grade 11				
Reading	60%	77%	75%	↓
Mathematics	60%	74%	78%	↑
Science	60%	81%	77%	↓
Social Studies	60%	77%	77%	↔
Language Arts	60%	71%	71%	↔

Indicator 4: School Success

Completion of high school - overall			
Percent of seniors graduating	93.6%	94.1%	↑
High school completion rates	NA	81.9%	↔
High school dropout rates	5.5%	4.2%	↓
Completion of high school - American Indian			
Percent of seniors graduating	90.0%	93.8%	↑
High school completion rates	NA	59.3%	↔
High school dropout rates	15.6%	10.6%	↓
Accreditation of schools			
Percent of schools with regular accreditation	91%	90%	↓

Executive Summary

Montana Education Profile at a Glance

	1996-97	1998-99	Trend
Indicator 5: Student Services and Activities			
Staff/student ratio			
Elementary guidance counselor	1 to 449	1 to 431	↓
High School guidance counselor	1 to 301	1 to 284	↓
Indicator 6: School Finance			
Expenditures			
Costs for instruction and services to students	63.7%	63.9%	↑
Indicator 7: School Staffing and teacher Characteristics			
Average student/teacher ratio (NCES)			
Montana	16.0	15.7	↓
National	17.1	16.5	↓
Indicator 8: Student Involvement in Learning			
Average attendance - percent present			
Elementary Districts	94.4%	93.5%	↓
High School Districts	91.6%	91.3%	↓
K-12 Districts	93.9%	93.0%	↓
Statewide	93.6%	92.8%	↓
Indicator 9: School Facilities			
Outstanding bonds for facilities			
State portion of debt service	7.0%	9.6%	↑
Indicator 10: Background Characteristics of Students			
Portion of students served in largest special needs program			
Free and reduced lunch	29.3%	30.7%	↑
Special education	11.3%	11.7%	↑

Montana Context

Montanans Want to Know



Big Sky Country

Montana is very large – 147,046 square miles. Only Alaska, Texas, and California are bigger. But Montana's population is very small. The 1999 estimate was 890,000. If that population were scattered evenly across the state, only six Montanans would live in each square mile. And just one of those six would be a K-12 student. Only Alaska and Wyoming have fewer students per square mile. In the 1989-90 school year, approximately 19 percent of Montana's population was enrolled in the K-12 public school system. In 1998-99, 18 percent was enrolled.

However, the K-12 students are not spread evenly across the state. About half of them live in large towns or cities in the western and southern part of the state. The other half are scattered across the state in small towns and rural communities. Many of those rural "communities" are actually defined by the school district boundaries.

The earliest schools in Montana were private. However, by 1872 a territorial school law allowed at least ten heads of families to present a petition to the county superintendent to form a new school district or subdivide an existing one. Under this law the schools were open to children ages 4 through 21.

By the 1930s, Montana had thousands of school districts. But pavement and technology changed travel and employment in rural Montana. Those thousands of districts are now down to 448 operating Montana public school districts. The reductions continue – over the last ten years, 87 school districts ceased to exist. Fifty-five of them were elementary districts that shared the same boundaries as their high school districts, so could become a single K-12 district. Table A-1 shows the status of school district structure over a ten-year period. Appendix C provides enrollment by district enrollment-size category.

TABLE A-1: Montana School District Status

District Status	1990-91	1992-93	1994-95	1996-97	1998-99	2000-01
Operating Districts	528	520	471	464	456	448
Non-operating–no students	12	12	11	6	4	5
Abandoned, annexed	1	4	2	1	2	1
Consolidated	4	1	1			1
Inactive Elementary became K-12			12			

Montana Context

There are eight counties in Montana with fewer than 2,000 residents: Carter, Garfield, Golden Valley, Meagher, Petroleum, Prairie, Treasure, and Wibaux. With the exception of Meagher, all of them are in the eastern half of the state. The schools in these counties must serve children sparsely scattered across many square miles with few paved roads. Over time, the number of schools in these counties has declined. Four of the counties now have a single small K-12 district, and one county has two small K-12 districts. The other three counties each have one small elementary and one small high school district, as well as several one-teacher schools in the far reaches of the counties.

K-12 Education Governance

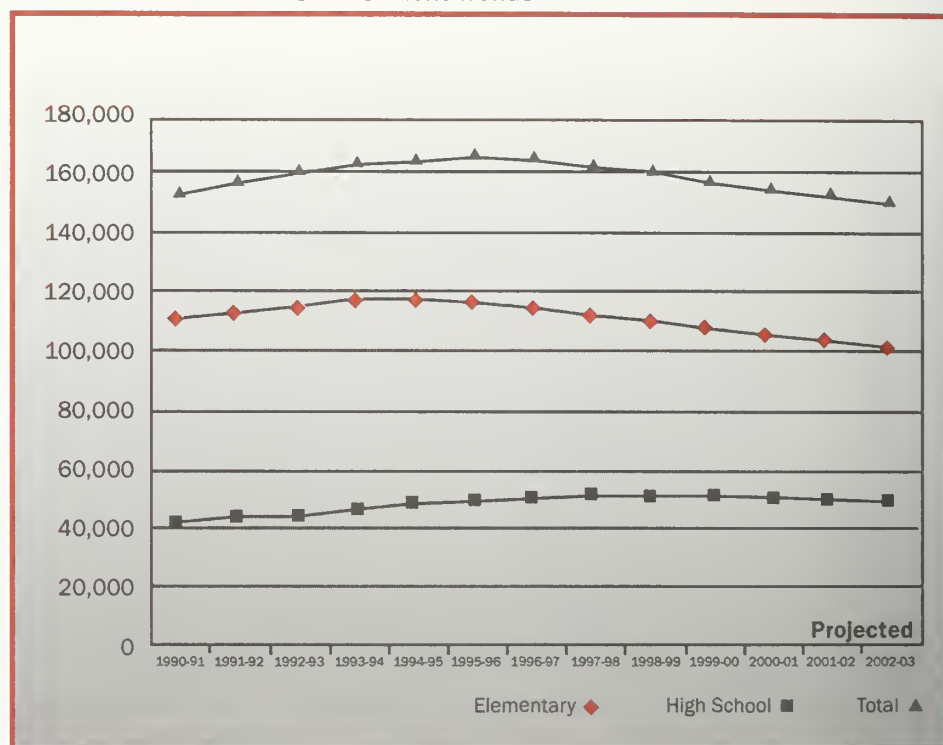
The State Superintendent of Public Instruction is a constitutionally established office, elected for a four-year term. State law limits state elected officials to a total of eight consecutive years in an elected office. The state superintendent has general supervision of the K-12 public schools and districts. The Board of Public Education consists of seven members appointed by the Governor to seven-year terms, and one student member appointed to a one-year term. The board establishes K-12 accreditation standards for schools, sets policies for teacher certification and licensure, and regulates the distribution of state equalization aid to schools. The Governor, Commissioner of Higher Education, and State Superintendent of Public Instruction are ex-officio non-voting members of the board. The Board of Education and the Board of Regents for the University System meet together to form the State Board of Education, which has responsibility for submitting unified budget requests for long-range planning and for coordination and evaluation of policies and programs for the state's educational systems.

School Enrollment

For the first half of the 1990s, Montana school enrollment increased by over 13,000 students, requiring more teachers and classroom space. But in 1994-95, elementary enrollment leveled out and began to decline. By the end of the decade, enrollment had dropped back down by nearly 7,000 students. Enrollment over the past 10 years for all Montana districts is shown in **Appendix D**.

The birth rate in Montana had been declining for several years prior to 1990, and the incoming kindergarten and first grade classes were getting smaller. In 1990-91, the first grade enrollment was 93.6 percent of the corresponding Montana live births (from six years earlier). As enrollment was increasing in Montana, the first grade enrollment numbers grew to more than 110 percent of the live birth rate in Montana, indicating in-migration of young families with children. In the mid 1990s that relationship began to change, and by the fall of 2000 first grade enrollment was below 100 percent of live births, an indication that the in-migration had become an out-migration. However, the high school enrollment continued to grow because of the larger classes still moving through the school system. By 1998-99, high school enrollment peaked and then began to slowly decline. Chart A-1 illustrates the state enrollment changes over the past 10 years, with projections to 2002-03.

CHART A-1: Public School Enrollment Trends



In Montana, children are required to be enrolled in school between the age of 7 and the latest of age 16 or completion of the work of 8th grade. If students are enrolled in non-public schools, their enrollment is reported to the county superintendents in each county, and a summary of that information is provided to OPI. Non-public enrollment, which includes both private and home schools, was 7.0 percent of the total reported K-12 student enrollment in 1998-99. Private schools were 5.0 percent, home schools were 2.0 percent. Enrollment for both private and home schools has been relatively stable for the past five years, as illustrated in Table A-2.

TABLE A-2: Montana K-12 Public, Private, and Home School Enrollment

Year	Public School	Private School	Home School	Combined Enrollment
1995-96	165,507	8,498	3,159	177,164
1996-97	164,627	8,648	3,275	176,550
1997-98	162,335	8,791	3,801	174,927
1998-99	159,988	8,672	3,412	172,072
1999-00	157,566	8,818	3,447	169,832

Small Schools

Montana still has many small schools and classrooms, mainly because of the rural nature of the state and the administrative limits on classroom size. In Montana in 1998-99 the average school size was 175 students per school. Over half of the schools had 100 or fewer students, and over two-thirds had 200 or fewer.

Reduced class size has received national legislative attention, but recent reports point out that small schools may be as positive for students as small classes. Studies indicate that students enrolled in smaller schools were more confident and less disoriented than those in larger schools. Those studies also indicated that students from smaller schools had higher academic achievement, lower dropout rates, and fewer incidents of violence.

The test results for the National Assessment of Educational Progress indicate that students from rural and small town settings in Montana do well on the NAEP tests. The results from the 1998 Reading and Writing NAEP tests indicated that Montana 4th and 8th grade students from small town/rural settings had scores that were higher than those for urban/large towns.

Educational Levels

Estimates in 1995 from the U.S. Census Bureau indicated that 90 percent of Montanans, who are 25 years or older have completed high school. In addition, 24 percent hold four-year bachelor's degrees or higher. Those estimates are higher than the information from the 1990 census reports which indicated that 81 percent had completed high school and 20 percent held bachelor's degrees or higher.

Higher levels of education correspond positively with educational and economic indicators. High test scores for students are closely correlated to high educational attainment by their parents. The 10 percent of Montanans over 25 who lack a high school degree face a harsh economic world. If they are employed, their salaries are only about 40 percent of the average salary of those with high school diplomas. And dropouts make up an alarming percent of the prison population – 82 percent.

Income Measures

Many of Montana's children have parents who work more than one job. From 1991 to 1998 Montana ranked in the top seven states reporting multiple jobholders among the employed. In 1998 only North Dakota reported a higher percent of employed residents with multiple jobs – 10.8 percent in North Dakota, 10.6 percent in Montana. That same year the national average for those employed with multiple jobs was 6.0 percent.

Indian Country

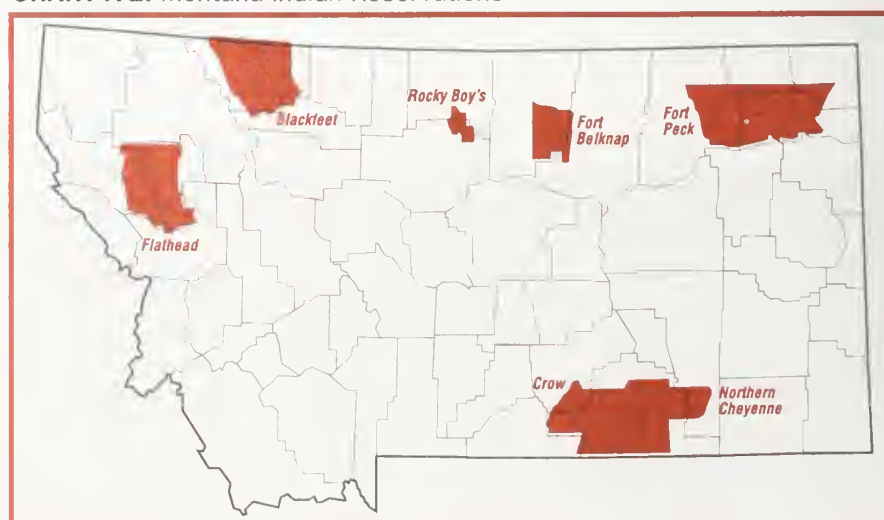
There is another Montana within the state of Montana. This state is home to eight Indian nations and 11 tribal groups. Montana has seven Indian reservations and one landless tribe. In the 1990 census, six percent of the state's total population, or 47,524 Montanans, identified themselves as American Indian. Table A-3 lists the reservations and the tribal groups for each.

TABLE A-3: Indian Reservations in Montana

Indian Reservations	Date Established	Tribal Groups
Blackfeet	1851	Blackfeet
Confederated Salish Kootenai	1855	Salish, Kootenai, Pend d'Orielles
Crow	1851	Crow
Fort Belknap	1888	Gros Ventre, Assiniboine
Fort Peck	1888	Assiniboine, Sioux
Northern Cheyenne	1884	Northern Cheyenne
Rocky Boy's	1916	Chippewa Cree
Tribe without a land base		
Little Shell Tribe of Chippewa Indians		Chippewa/Cree

The reservations are shown on the map below.

CHART A-2: Montana Indian Reservations



Montana Context

The Little Shell Tribe has no established land base. They were parties to a treaty in 1863 that established a reservation in North Dakota. Thirty years later the government renegotiated the treaty and reduced the size of the reservation by 10 million acres to allow white settlers to claim the land. Chief Little Shell and his band would not take part in the negotiations and became wanderers in Canada and Montana without a land base.

On the seven reservations that do exist in Montana, not all residents are American Indian, and not all lands on the reservations are tribally owned. The Rocky Boy's Reservation has several characteristics that are different from the others. It was the last reservation established in Montana, created by congressional action in 1916, unlike the others that were created by treaty. It is also the smallest, has the highest percent American Indians in the reservation population, and has 100 percent tribally owned land.

Overall, the 1990 U.S. Census figures indicate that the portion of residents of Montana Indian reservations who were Native American varied by reservation from 24 to 96 percent. Overall, 55 percent were Native American. The reservations vary greatly in size. The land area of the largest reservation, the Crow, is 21 times the size of Rocky Boy's, the smallest. The total number of acres of reservation represents 9 percent of the area of Montana.

TABLE A-4: Indian Reservations, Population, and Size

Reservation	1990 Census figures		Reservation Size	
	Population	% Am Indian	Acres	% Tribally Owned
Blackfeet	8,549	82%	1,525,712	18%
Confederated Salish Kootenai	21,259	24%	1,242,969	49%
Crow	6,370	74%	2,295,092	16%
Fort Belknap	2,508	93%	645,576	33%
Fort Peck	10,595	55%	2,093,124	19%
Northern Cheyenne	3,923	90%	445,000	71%
Rocky Boy's	1,954	96%	108,015	100%
Little Shell	no land base		no land base	
Total Overall Reservations	55,158	55%	8,355,488	27%

In 1990 about two-thirds of Montana's American Indians resided on the reservations. The census figures indicated that 85 percent of the American Indian population was clustered in the seven major counties of the reservations and three largest urban centers – Billings, Great Falls, and Missoula.

Recognition of Cultural Heritage

The Constitution of the State of Montana acknowledges the educational responsibilities of the state's system of education for the American Indians of our state. In Article X, Section 1 (3) the Constitution says:

The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

In 1995 the Board of Public Education supported the commitment to preserve American Indian cultural integrity by approving a Class 7 native language specialist certificate. Each Montana tribe developed standards and a program for those who know the local native languages to meet and complete to become certified teachers in the K-12 system. Those who successfully complete the process receive a Class 7 specialist certificate from OPI.

TABLE A-5: Class 7 Certificates Active as of December 2000

Tribe	Total issued	Language	# issued	Language	# issued	Language	# issued
Blackfeet	34	Blackfeet	34				
Confederated Salish Kootenai	17	Salish	17	Kootenai	0		
Crow	11	Crow	11				
Fort Belknap	1	Gros Ventre	0	Assiniboine	1		
Fort Peck	14	Assiniboine	5	Sioux	7	Dakota	2
Northern Cheyenne	17	Cheyenne	17				
Rocky Boy's	14	Chippewa	14	Cree	0		
Little Shell	0						
Total	108						

As part of the Montana School Improvement Initiative, the Board of Public Education and OPI imbedded American Indian heritage into revised content standards, whether social sciences, world languages, reading, the arts, or other areas.

Although the state-level actions of the Board and OPI were significant steps, little else had been done after 29 years to incorporate the constitutional commitment into the schools of Montana. In 1999, the legislature passed legislation encouraging every Montanan to learn about the distinct and unique heritage of American Indians, and to work cooperatively with Montana tribes when providing instruction or implementing an educational goal.

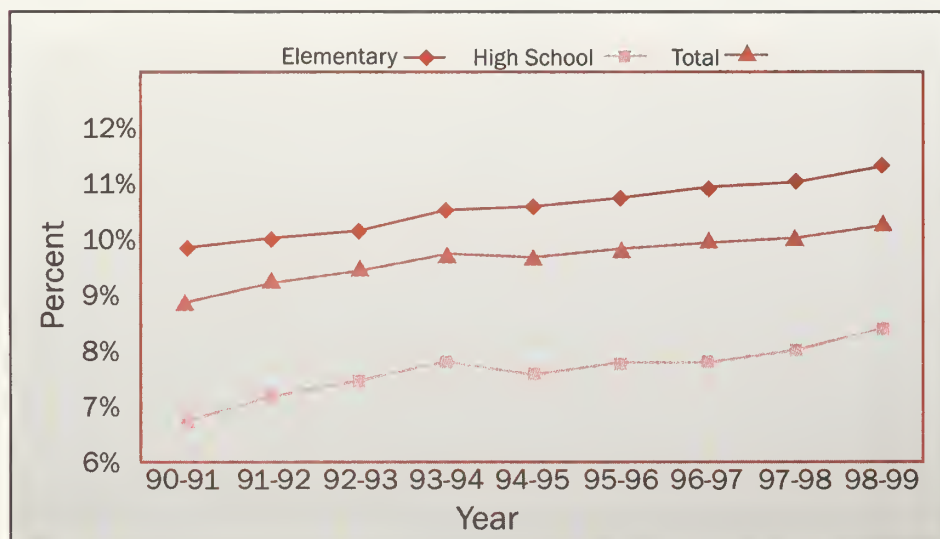
The legislature also recognized that all school personnel should have an understanding and awareness of Indian tribes, not just those with high American Indian enrollment.

To further the implementation of the constitutional obligation, OPI is developing a five-year professional development plan and curriculum guides, aligned to the standards, to assist teachers in integrating American Indian content into their classroom lessons.

School Enrollment

Although 6 percent of the total Montana population is American Indian, over 10 percent of the Montana public school population in 1998-99 were American Indian students. And that percent has grown over time. Overall, the American Indians are younger than the white population. The 1990 Census figures indicated the median age for American Indians in Montana was 23.0 years, compared to 34.7 for white Montanans. That difference impacts the enrollment figures shown in Chart A-3 because the younger population has a higher birth rate. The American Indian portion of school enrollment grew from 8.9 percent in 1990-91 to 10.2 percent in 1998-99. Chart A-3 shows the increases in American Indian student enrollment since 1990-91.

CHART A-3: American Indian Enrollment as Percent of Total



In 1998-99, 76 Montana public school districts and state-funded schools enrolled more American Indian students than the state average of 10.2 percent. Those 76 districts enrolled 11,829, or 72 percent, of the American Indian students. In addition, three private and tribal schools in Montana enrolled nearly 100 percent American Indian students: St. Labre Catholic Schools in Ashland, Two Eagle River School in Pablo, and Northern Cheyenne Tribal Schools in Busby. The districts are a combination of elementary, high school, and K-12 districts, located in 18 counties. Appendix E lists the 76 districts.

Other minority groups in Montana represent only about 3.0 percent of the total enrollment in Montana's public schools. Since the numbers are so small, data reported for the racial/ethnic categories of Asian, Hispanic, and black students are usually grouped into "other minority." Table A-6 shows the 1998-99 enrollment by racial/ethnic category.

TABLE A-6: Total Enrollment, School Year 1998-99

Racial/Ethnic Categories	Elementary	High School	Total	% of Total
American Indian	12,273	4,076	16,349	10.2%
Asian	993	360	1,353	0.8%
Hispanic	1791	737	2,528	1.6%
Black	733	173	906	0.6%
White	93,660	45,192	138,852	86.8%
Total	109,450	50,538	159,988	100.0%

K-12 Education Governance

All the reservations in Montana have public elementary and high schools within their boundaries. They are subject to the same accreditation standards and financial requirements as the other districts. At one time the Bureau of Indian Affairs (BIA) provided much of the education on the reservations. Now only two BIA schools remain in Montana – Two Eagle River in Pablo and the Northern Cheyenne in Busby. Each Montana Indian reservation has a tribal community college and a tribal education director to coordinate education related issues. Appendix F lists addresses of the tribal education directors.

Education

The 1990 Census data indicated that the educational level of the American Indian population in Montana was considerably lower than the general population. For ages 25 and older, only 50 percent had high school degrees, compared to 81 percent overall. In the overall population, 20 percent had bachelor's degrees or higher, but only 8 percent of the American Indians had achieved that level of education.

Income Measures

In 1999 the unemployment rate on the Montana reservations was 11.5 percent, ranging from 5.9 percent on the Confederated Salish Kootenai Reservation to 28.8 percent on Rocky Boy's. The 1990 Census data on employment status indicates an American Indian unemployment rate in Montana of 30.3 percent. Census data also indicates that the median household income for American Indians was 69 percent of the median Montana household income.

1 Program Offerings and Courses

Curriculum and supportive programs of local schools, based on clear standards, provide a solid academic basis to help all students succeed.

Montanans Want to Know



Are students offered courses that meet their needs?

The academic offerings provided by local schools are based on a combination of courses necessary to meet state academic requirements, implemented through coursework and strategies that also meet the needs of local students and communities. The Montana School Accreditation Standards set out the basic academic requirements for several types of schools. Local districts are responsible for meeting or exceeding those requirements, as they incorporate the state subject area standards into their curriculum. At the elementary level, schools are required to provide an education program that gives students the opportunity to meet learner goals and the content and performance standards. Table 1-1 lists the minimum requirements for study area offerings for each program level. Appendix G describes each program level.

TABLE 1-1: Accreditation Standards – Academic Requirements

School Academic Requirements - Montana				Graduation Requirements	ACT
	Middle School	Jr. High and 7 & 8	High School	Will include units of Study	Defined as Core Curriculum**
	Will include in the program	Will offer Annually	Will Provide over 4 years		
Study Areas					
English/Language Arts	X	1 Unit	4 Units	4 Units	4 Years
Social Studies	X	1 Unit	3 Units	2 Units	3 Years
Mathematics	X	1 Unit	3 Units	2 Units	3 years
Science	X	1 Unit	3 Units	2 Units	3 Years
Health Enhancement	X	1/2 Unit	1 Units	1 Unit (1/2 per year)	
Visual Arts	X	1/2 Unit	2 Units Fine Art	1 Unit Fine Arts	
Music	X	1/2 Unit			
Vocational/Technical Arts	X	1/2 Unit	2 Units	1 Unit	
Second Languages	X	1/2 Unit	2 Units		
Exploratory/Elective	X	1/2 Unit	2 Units		

* A total of 20 units are required for graduation: the 13 listed specified by the Montana Accreditation Standards and an additional 7 which may be specified by the local Board of Trustees

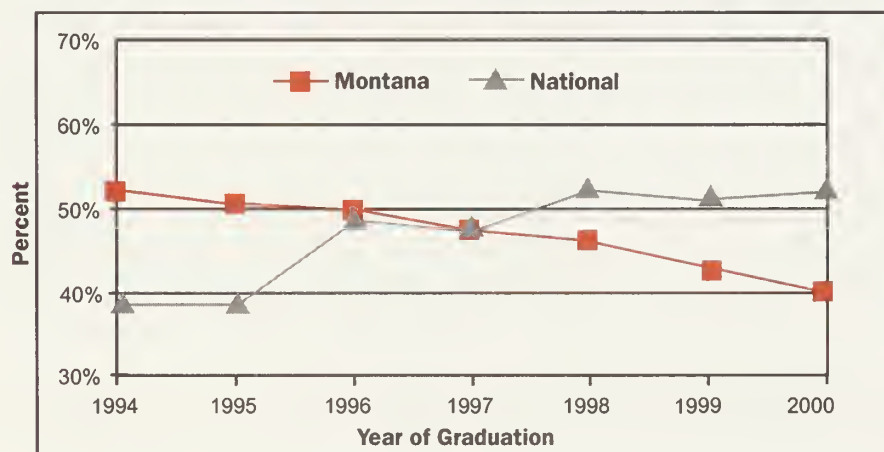
** American College Testing (ACT) defined as core courses for college preparation

1. Program Offerings and Courses

The college readiness test results of the American College Testing (ACT) program indicates that students who take a strong basic program of study in high school will be more successful in college. Scores are substantially higher for those students who take a “core” curriculum compared to those who do not. Table 1-1 lists the core curriculum as defined by ACT. Information from the ACT test takers indicates a national trend toward more students taking core curriculum. From 1994 to 2000 the portion of ACT test takers who took core curriculum rose from 54 percent to 61 percent. In Montana, the trend has been the other direction. Between 1994 and 2000 the portion of Montana ACT test-takers who took core curriculum declined from 61 percent to 55 percent. Even more alarming is the fact that only 37 percent of the Montana American Indian test takers have taken a core curriculum compared to 49 percent of American Indians at the national level. Chart 1-1 illustrates the change in the portion of students taking core curriculum. Assumptions have been made that two financial factors may be influencing the decline in Montana: 1) lack of higher level course offerings because of funding and staff reductions, and 2) desire by students to earn scholarships by maintaining high grades in courses that would be less challenging than higher-level math, science, and social studies.

The ACT test-takers who have taken a core curriculum obtain higher average scores. The average Montana non-core test-takers scored 20.1, compared to 23.1 for those taking core. For American Indian students the difference was 17.4 compared to 19.6. Overall at the national level the difference was 19.4 compared to 22.0.

CHART 1-1: Percent of ACT Test Takers Who Took Core Curriculum



1. Program Offerings and Courses

Information is available concerning the preparation of Montana high school students in the Advanced Placement (AP) program. Students may take courses that include college-level material to prepare them to take AP exams. AP testing is available in art, science, math, social studies, English, foreign languages, and psychology. Several colleges grant credit or appropriate placement to students who do well on these exams. In 1998-99, 72 percent of AP exams taken by Montana students were scored 3 or higher, which is the generally accepted level for post-secondary consideration. Table 1-2 shows Montana high school level participation in AP courses and exams from 1996-97 to 1998-99. The number of participating students, exams, and scores of 3 or higher has increased.

TABLE 1-2: Advanced Placement (AP) Program in Montana

AP Participation*	1996-97	1997-98	1998-99	Increase 97 to 99
Candidates	1,184	1,386	1,528	29%
Exams	1,602	1,858	2,170	35%
Scores of 3 or higher	1,105	1,243	1,563	41%
Percent of scores 3 or higher	69%	67%	72%	

*Some candidates take exams in more than one year, so totals include duplicate counts

Beginning in the year 2000, federal funding will be available to support new AP courses for Montana students and assist with supplemental training for Montana teachers and mentors for AP courses in high poverty schools.

The type and level of courses offered are determined at the local level. Instruction for the coursework may be delivered in a variety of ways, including using technology or correspondence courses if the program meets state standards and is approved by the local board. In addition to the general program and course offerings, additional programs may be available that extend beyond the general programs and provide funding targeted for specific purposes. That funding may come from federal, state, or private sources. Table 1-3 shows the percent of districts participating in the special programs.

1. Program Offerings and Courses

TABLE 1-3: District Participation in Special Programs

Special Programs	# School Systems		% participation	
	96-97	98-99	96-97	98-99
Special Education	325	343	93%	98%
Title VI - Innovative Educational Programs	322	332	82%	65%
Title IV - Safe and Drug-Free Schools	305	314	87%	90%
School Foods	226	228	65%	65%
Title I - Helping Disadvantaged Children	224	228	64%	65%
Title II - Eisenhower Professional Development	NA	305	NA	87
Vocational Education	140	151	40%	43%
Gifted and Talented	87	97	25%	28%
Carl Perkins Vocational Education	86	95	25%	27%
School To Work	NA	99	NA	28%
Technology Literacy	NA	48	NA	14%
Systemic Initiative in Math and Science	49	NA	14%	NA
Other*	53	28	15%	8%
Total School Systems	349	349		

*Other includes Adult Basic Education, Homeless, Learn and Serve, Job Training Partnerships, and Emergency Immigrant

The Special Education, Title I, and School Foods programs receive the most funding and are the most far-reaching. Although district participation in the Title IV and Title VI programs is very high, the smaller amount of funding to be distributed does not impact the districts to the same degree as programs with higher revenue. The funding for Title II, the vocational education programs, and gifted and talented programs is also lower than the largest programs, and is distributed to fewer districts. Table 1-4 summarizes the financial impact for Montana schools of the additional funding for special programs. Total funding in 1998-99 for the listed programs was \$30,847,793 from state sources, and \$69,010,453 from federal sources. The total of \$99,858,2461 is nearly \$100 million in special programs for schools.

1. Program Offerings and Courses

TABLE 1-4: Special Program Funding in Montana K-12 Education, 1998-99

Program	Funding	
	Source	Amount
Special Education	state	\$29,202,111
Title I – Helping Disadvantaged Children	federal	\$28,412,578
School Foods	federal	\$15,868,372
Special Education - IDEA	federal	\$11,205,596
Technology Literacy	federal	\$2,959,482
Carl Perkins Vocational Education	federal	\$2,868,623
Title IV – Safe and Drug-Free Schools	federal	\$2,034,500
Title VI – Innovative Educational Programs	federal	\$1,547,873
Title II – Eisenhower Professional Development	federal	\$1,457,673
School To Work	federal	\$1,263,174
Migrant Education	federal	\$660,552
Vocational Education	state	\$651,892
Gifted and Talented	state	\$168,285
Other*	federal, state	\$1,109,043
Total		\$99,858,246

*Other includes Adult Basic Education, Homeless, Learn and Serve, Job Training Partnerships, and Emergency Immigrant

The Title I program is one of the three largest special programs. Title I programs target schools located in low-income areas. Additional funding serves students who are under-achieving, and in certain circumstances may be implemented as a schoolwide project. The program also focuses on system changes so that underachievers are not left behind.

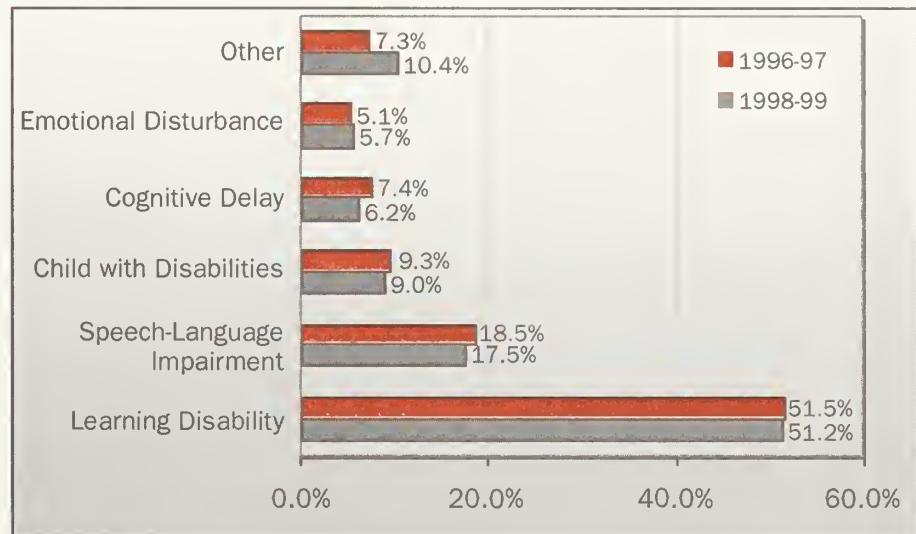
The School Foods program is another of the three largest special programs. It offers free or reduced lunch and in-school breakfast for children from low-income families who qualify. Both Title I and the School Foods program were available in 65 percent of Montana's school districts in 1998-99.

The largest special program is Special Education. A combination of state and federal funding supports the programs that were provided in 98 percent of the districts in 1998-99. For students with disabilities, school districts are required to create and implement an Individualized Education Plan (IEP) with the involvement of a student's parents. Chart 1-2 shows the portion of students with disabilities identified by the five major categories of disability, with the remaining categories grouped into "other".

1. Program Offerings and Courses

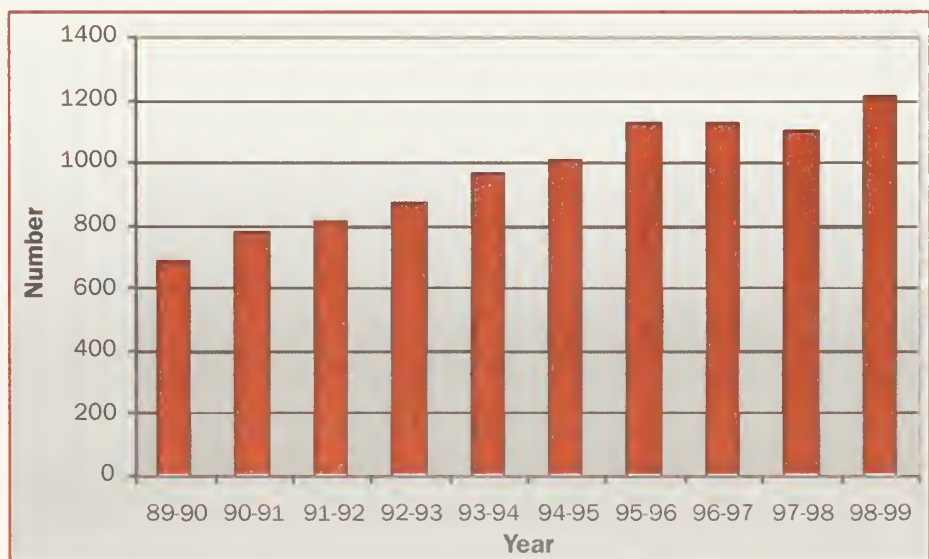
Children with learning disabilities represent over half the students identified for special education. Between 1996-97 and 1998-99, the four largest categories declined slightly. The fifth, emotional disturbance, increased, and other categories grew by about 3.0 percent. The 13 disability categories are defined in **Appendix H**.

CHART 1-2: Special Education Disability Categories



Although the total number of students served by special education has remained relatively stable for the past several years, the number of students with emotional disturbance has grown substantially. Those numbers are beginning to level out and decline. Chart 1-3 shows the growth trend over the past 10 years.

CHART 1-3: Number of Students Identified with Emotional Disturbance



1. Program Offerings and Courses

Montanans Want to Know



Are the school programs and days structured to meet student and staff needs?

Local school districts are given the flexibility to establish a school calendar and a schedule of the students' school day to meet local program and community needs. But they must comply with the statutory requirements for a minimum number of days and total hours for the year. Table 1-4 lists the requirements for school year length. Most school calendars begin with the last week of August and end either the last week of May or the first week of June.

Circumstances in the lives of many Montana students make attending school difficult. Some students work full-time, have children, or have difficulty learning in the structure of a regular classroom. These students often need opportunities that may be available in an alternative program that is non-traditional, has a flexible class schedule, and provides more individual attention. One example of that type of program is the Browning Stay-in-School program.

It offers flexible hours, personal teachers, and computer-based coursework. Other examples include non-graded classrooms, Montessori programs, flexible block scheduling, schools-within-schools, transitional first grade classes, and other structures and choices that meet local needs.

Currently, no statewide data is collected on the number of alternative programs, how many students are attending alternative programs, or how successful these programs are in helping students who are at risk of dropping out.

TABLE 1-4: Requirements for Length of School Year

Level	Days	Hours	Daily Avg.
Kindergarten			
All Year- Half Day	180	360	2hrs
Half Year-Full Day	90	360	2hrs
Grades 1-3	180	720	4hrs
Grades 4-12	180	1080	6hrs

Note: Graduating seniors may have five fewer days and 30 fewer hours

Montanans Want to Know



Are materials available and appropriate teaching methods used?

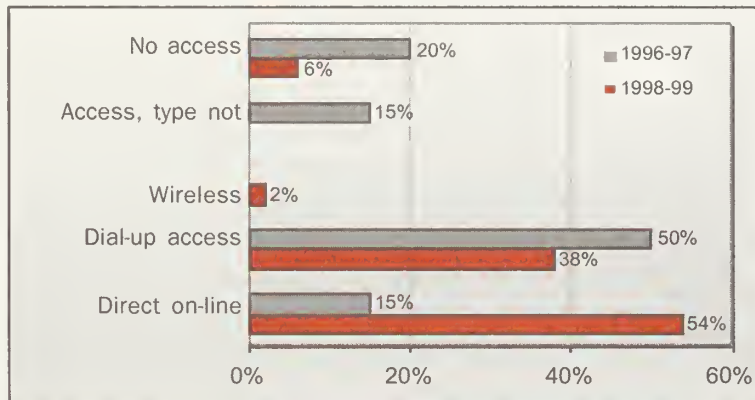
Little information is available at the state level concerning local materials and instructional strategies. Most information concerning materials is best obtained from local sources. However, state-level information is available regarding the availability and use of technology in schools.

Surveys conducted in 1997 and 1999 by Quality Education Data (QED) provided information about the use of technology in Montana schools. The academic areas of Language Arts and Mathematics were identified as making the most use of technology to assist teaching and learning, while Social Science was identified as making the most use of the Internet. The other program areas showed insignificant use of technology for instruction.

Program Offerings And Courses 1

The QED surveys indicate a major change between 1997 and 1999 relative to technology planning. In 1997, only 44 percent of school districts had technology plans, compared to 1999 when the number increased to 91 percent. This reflects the growing emphasis on the infusion of technology in teaching and learning. Between the 1997 and the 1999 school years, technology plans were required in order to receive funding from the new federal E-rate and Technology Literacy Challenge Fund grants. The federal E-rate program allows schools to receive financial assistance for telecommunications. Documentation of rural and low-income status allows schools to receive reduced rates for some services. Both schools and libraries receive the benefits of this program. The infusion of technology funding into Montana schools appears to have had an impact. Chart 1-2 shows the changes in Internet access that took place from 1996-97 to 1998-99.

CHART 1-4: Montana Schools and Internet Access, QED Survey



*Some reported more than one kind of access, but the highest level of access is reported here

In the 1997 survey, 20 percent of the reporting schools indicated they had no Internet access. By 1999, only 6 percent reported no access. In addition, in 1999, 2.4 percent reported they had wireless Internet access, a more sophisticated technology.

Questions To Ask Local Schools

What process is used to review, evaluate, and revise program offerings to match the identified needs of the students and community?

What opportunities are given to teachers and students to understand and use technology? Learn second languages? Explore personal interests? Achieve high academic standards? Utilize references and external resources through the library, technology, and the Internet? How has the school schedule been adjusted to meet identified local needs?

Are materials up to date: textbooks, library materials, technology and laboratory facilities? If not, what would it take to update them?

2 Environment for Learning

The climate or feel of a school establishes the setting in which learning is expected to take place. A positive learning environment ensures that students have equal opportunities to learn challenging and relevant material, parents and community are welcome in the school, and the safety of students is assured.

Montanans Want to Know



What are the local attitudes toward schools?

The Montana Board of Public Education recognized the importance of the relationships between the communities, parents, students, and the schools by directing local boards of trustees to address several activities that support a cooperative and positive learning environment. Some of those activities include encouraging the active involvement of parents and the community, respecting the rights of all learners, and encouraging students to take responsibility for their education.

Montana administrative rules and other statutes provide guidance and require school boards to have written policies on issues such as suspension and expulsion, education philosophy, evaluation of certified staff, equity issues, transfer policies, and attendance to assure equitable treatment of students and staff. Schools and districts are required by law to make their policies available to the public and school staff. **Appendix I** lists Board of Trustees policy requirements.

It is difficult to measure or place a value on local attitudes toward schools. However, a visit to a school to talk with staff members and students is an excellent way to personally assess the climate of a school. Surveys and questionnaires may be used to assess the climate in schools as well as the attitude of the community toward the schools. **Appendix J** lists sources for school climate surveys as well as examples of the types of questions included in the surveys.

A statewide school attitude survey or poll has not been taken in Montana, but the national 1999 Phi Delta Kappa/Gallup Poll of public attitudes toward public schools provides general insight into public attitudes toward American public schools. Each year from 1969 to 1999 a common conclusion was drawn by the pollsters from the poll results: “The closer people are to the public schools, the better they like them.” In 1999, 66 percent of parents overall gave As or Bs to the schools their children attend, but only 56 percent gave As or Bs to community schools. And only 21 percent of those same parents gave As or Bs to the schools of the nation as a whole.

2. Environment for Learning

Montanans Want to Know



How involved is the community with the schools, and vice-versa?

The relationship that exists between schools and their communities is a powerful influence on the relationship between the schools and the students. Schools may be involved with the community in a variety of ways. The following table contains a few examples of that involvement.

TABLE 2-1: Community Involvement with School

Type of Project	Example
Providing Information	Butte Middle School students test water quality and map results for use by the county through the K-12 technology mapping (GIS) project.
Academic Mentoring	The Helena School District Indian Education Project, Wakina Sky Learning Circle and Library, offers academic reinforcement for schoolwork, mentoring, talking circles, and leadership opportunities as preventative activities against at-risk behaviors.
Before and After School Activities	The Great Falls School District has before and after school programs to provide a safe and enriching environment for students whose parents work hours do not coincide with the school schedules.
Performances	Jefferson County High School has an award-winning drama club that performs locally and in various communities on request. Recent productions have included <i>Annie Get Your Gun</i> , <i>The Accident</i> , <i>The Helen Keller Story</i> , and <i>A Christmas Carol</i> .
Recording Local History	St. Ignatius students work with tribal elders to collect family genealogies and oral histories.

Creative communities explore many ways to be involved in their local schools. Community support can take many forms, as shown by the examples in the following table.

TABLE 2-2: Community Involvement with School

Type of Involvement	Example
Classroom Volunteers	Blackfeet tribal government employees are offered time off to volunteer in the classroom to read with students.
School-Business Partnerships	Area businesses and Rapleje Public Schools work together to provide students with knowledge and experience about the work world through guest speakers and work experience for teachers and their students.
Shadowing Programs	Polson students shadow workers at local businesses to explore career options.
Mentors	Hamilton High School students work with scientists at medical research lab.
After School Activities	Boys and Girls Clubs are found on the 7 Indian Reservations and in 8 towns in Montana. The clubs offer a variety of recreational programs after school and during the summer.
Information and Internet Access	Montana has 110 public library outlets, 9 of them formally established school/public combinations. There are also 27 academic libraries and 58 special or institutional libraries. The libraries offer a collection of both recreational and nonfiction titles and internet access.
Collaborative Projects	The Stories Project at Billings Riverside Middle School is a collaborative project between Billings-area arts organizations, local businesses, and the school, with the goal of giving at-risk youth a positive pathway for development through the arts.

2. Environment for Learning

Montanans Want to Know



What are some community factors that impact the student environment?

Student learning is impacted by much more than the school environment. Stress, illness, fragmented family structures, and financial difficulties impact all families at one time or another. Many types of community services support kids: accessible social services programs, the café that provides a welcoming and safe after-school hangout, affordable day care and after-school opportunities, a library that gives kids a quiet place to do homework and dream as they browse the bookshelves or the Internet, and the neighborhood center that help kids mediate their conflicts. Some other services that communities provide for kids include:

- Parks and recreation programs
- Youth centers
- Youth-friendly businesses
- Social services offices
- Mental health services
- Libraries
- Youth activities
- Food banks
- Housing projects
- After-school programs

Local communities that are strapped for money or that face geographic isolation find providing services and youth programs a huge challenge. Of the 36 schools (in 17 communities) identified by Title I as schools with the highest need for assistance to improve student performance, 29 are in communities with no public library.

Montanans Want to Know



Are the schools safe?

The Phi Delta Kappa poll indicated that despite the public/media coverage about school violence and discipline incidents, 92 percent of public school parents consider the schools their children attend as “very” or “somewhat” safe and orderly.

Prevention is one of the most important aspects of school safety. Many schools have adopted prevention programs aimed at curbing the escalation of violence and substance abuse. The Montana Behavioral Initiative (MBI) provides staff development sessions designed to improve school climate and safety, to teach alternative acceptable behaviors, and to develop in young people the social competency skills they will need to succeed in society. Putdowns and insults may seem harmless, but they easily move to bullying and more intense hurtful behaviors unless some intervention occurs. The violence continuum, designed by the CARE Initiative of Montana, illustrates the escalation of violent behavior. **Appendix K** illustrates the CARE Initiative violence continuum.

The efforts of Montana schools – the policies established by local boards, the procedures used by administrators, and the educational processes used by teachers and counselors – have, in large part, been successful in preventing violence among students in Montana schools. Of the available data on the safety of schools and the well being of youth, the Youth Risk Behavior Survey (YRBS) data provides the best look at the behavior of students. The 1999 data indicated that 97 percent of high school students in Montana feel safe in school – a relatively constant percent over the past eight years. In addition, the data indicates that most Montana high school students don’t fight, don’t fight in school, and don’t bring weapons to school, and those figures have improved over the past eight years.

2. Environment for Learning

- 2 out of 3 (68%) were not in a physical fight in the past year,
- 9 out of 10 (87%) were not in a physical fight at school,
- 9 out of 10 (91%) did not bring any type of weapon to school.

TABLE 2-3: Comparison of Violence-Related Behaviors Among High School Aged Youth, YRBS Surveys

	Montana			National	
	1993	1995	1997	1998	1999
In the past 30 days:					
Carried weapon on school property	13.7%	12.4%	12.4%	9.2%	6.9%
Did not go to school because felt unsafe	2.5%	2.8%	4.4%	3.0%	5.2%
In the past 12 months:					
Threatened or injured with weapon on school property	6.7%	6.3%	7.1%	6.5%	7.7%
In a physical fight	41.9%	34.5%	32.2%	32.1%	35.7%
In a physical fight on school property	17.2%	14.4%	13.6%	12.7%	14.2%

Complete summary information of the Montana YRBS is available from OPI. The YRBS includes questions in several behavior topic areas, including injuries, tobacco use, alcohol use, and physical activity.

Another survey was done in 1999 that provided more information about safety and health issues. The Montana Prevention Needs Assessment Survey asked children in grades 8, 10, and 12 if they felt safe at school and if they felt safe in their neighborhoods. Overall, 14 percent of the students did not feel safe in schools and 12 percent did not feel safe in their neighborhoods. When the data was examined for American Indian students, nearly twice as many, 23 percent, indicated they did not feel safe either in school or in their neighborhoods.

Montana Gun-Free Schools statutes require school district trustees to expel, for not less than one year, any student who has brought a firearm to school. The law allows school district trustees the right to modify the expulsion requirement on a case-by-case basis. These expulsions must be reported to OPI.

Firearms, as defined in law, do not include all types of weapons (for example, knives are not included). Therefore, the number of expulsions reported under this act provides only a narrow perspective for judging the safety of schools and does not present a complete picture of the number of weapons brought into Montana's schools.

The number of students expelled for bringing a gun to school generally represents less than one-tenth of one percent of the total public school enrollment in Montana.

A broader picture of weapons incidents is

provided by the data obtained by OPI from the 1998-99 school district reports on suspension and expulsion. The largest numbers of incidents were physical or non-physical assaults on students or staff and did not involve weapons. About 7 percent of the weapons-related incidents involved guns (handguns, rifles, explosive devices). Less than 4 percent were recorded as criminal actions. The great majority of schools reported no suspension and expulsion incidents. See the Glossary for the definition of Suspension and Expulsion Incident.

TABLE 2-4: Student Expulsions under the Gun-Free Schools Act

School Year	Number of Expulsions	Expulsions as % Enrollment
1995 - 96	19	0.011%
1996 - 97	12	0.007%
1997 - 98	17	0.010%
1998 - 99	15	0.009%

TABLE 2-5: Montana Suspension and Expulsion Incident Data – 1998-99

Suspension/Expulsion Reports	Percent of Schools		
	Elementary	Middle Years	High School
Reported no incidents	95%	78%	68%
Reported no weapons incidents	95%	98%	84%
Reported no gun incidents	99%	99%	98%

Questions To Ask Local Schools

Has the school conducted a climate survey? What were the results?

How does the climate of the school impact the students' ability to learn?

How do the discipline policies of the school district affect school safety?

What community resources could help support a positive learning environment?

Are local board policies easy for the public to access and review?

What type of library access (school or community) do students have during non-school hours?

3 Student Achievement

Clear standards and expectations for what students should know and be able to do provide the foundation for a common core of knowledge and skills. Monitoring progress toward those expectations is an important means for determining individual, school, and district performance.



Are there clear standards and expectations for what students should know and be able to do?

Montana's Content and Performance Standards for grades 4, 8, and 12 provide teachers, parents, and the public with a clear understanding of what all students are expected to learn and how well they should be able to apply that learning.

In 1997 and 1999, the Montana Legislature appropriated funding to OPI to facilitate the review and revision of the Montana Board of Public Education Model Learner Goals and program area standards adopted in 1989. Groups of subject area classroom teachers and college teachers, administrators, and other specialists came together to review and revise these standards. By the fall of 1999, the Board had adopted the Content and Performance Standards for reading, mathematics, communication arts, science, health enhancement, world languages, and technology. By the fall of 2000, the Content and Performances Standards for social studies, arts, library media, and workplace competencies will have been completed and adopted. Additional content and performance standards for career and vocational/technology education and the revision of the program area standards also will be presented to the Board of Public Education in 2001.

The academic content standards set out a common framework for what all children should know and be able to do in each subject area at three designated benchmarks: the end of grades 4, 8, and 12. Corresponding performance level standards describe student achievement at each of those benchmarks using four proficiency levels: novice, nearing proficiency, proficient, and advanced.

The value of the state standards depends upon their meaningful application in schools and classrooms across Montana. To have an impact on student learning, the standards need to be implemented at the local level with local educators, parents, and communities developing curricula that best fit local priorities and their students' learning needs.

3. Student Achievement

Montana will continue to provide a high-quality education for all Montana students through local implementation, focused professional development, aligned state and classroom assessment, research-based instructional strategies, and parent and community involvement. **Appendix L** includes two examples that illustrate the alignment of the state standards, local curriculum, classroom instruction, and assessment.

All subject area content standards and performance levels can be found on the OPI website at <http://www.metnet.state.mt.us>.



How do student test scores compare with other Montana districts, states, and countries?

No single test score is an appropriate measure of how students are doing. However, a variety of norm-referenced, standardized tests—state level testing, college readiness tests, national and international assessments, and military tests—provide very favorable comparisons for Montana students.

Montana Statewide Testing

The Montana Board of Public Education requires statewide annual reporting of test results to determine if students are making progress toward meeting the standards. The testing is required:

- for all students in grades 4, 8, and 11,
- in mathematics, reading, communication arts, science, and social studies,
- on a norm-referenced, standardized test approved for use by the Montana Board of Public Education, and
- given in the spring of each year.

In 1998-99, Montana schools administered board-approved tests published by CTB/McGraw-Hill (CTBS, Terra Nova, CAT), Riverside Publishing (the Iowa Tests – ITBS, ITED, TAP), and Harcourt (Stanford, TASK, MAT). In order to view the results from a variety of tests given under differing conditions, a format was used that grouped students into four broad categories of proficiency based on their scores. The four categories were identified as novice, nearing proficiency, proficient, and advanced, and were identified using stanine levels (nine score groupings). The proficiency levels are described in the Glossary.

Table 3-1 indicates that the portion of students who score proficient or advanced (stanines 5 through 9) in reading has not changed from 96-97 to 98-99 for grades 4 and 8, but has declined slightly for grade 11. In math all grades show an increase of 2 to 5 percent. Science, for several years the strongest area in standardized tests for Montana students, shows declines at grades 4 and 11, and no change at grade 8.

3. Student Achievement

TABLE 3-1: Montana Statewide Test Results, Grades 4, 8, and 11 – All Students, 1998-99 Percent of Students Scoring at Four Proficiency Levels

Subject and Grade	Novice Stanines 1-3		Nearing Proficiency Stanine 4		Proficient Stanine 5-7		Advanced Stanines 8-9	
	96-97	98-99	96-97	98-99	96-97	98-99	96-97	98-99
Reading								
Grade 4	14%	13%	14%	15%	57%	57%	15%	15%
Grade 8	12%	12%	13%	14%	58%	58%	17%	15%
Grade 11	16%	12%	13%	13%	62%	60%	16%	15%
Mathematics								
Grade 4	16%	13%	14%	15%	55%	57%	16%	15%
Grade 8	17%	13%	14%	13%	55%	57%	16%	17%
Grade 11	13%	11%	14%	11%	57%	57%	16%	21%
Science								
Grade 4	12%	12%	11%	14%	57%	58%	20%	17%
Grade 8	16%	11%	12%	11%	55%	58%	22%	20%
Grade 11	9%	10%	10%	13%	58%	62%	23%	15%
National Average	23%		17%		49%		11%	

Beginning in 1998-99, separate records were submitted for students with disabilities (those with IEPs enrolled in special education). Although the percent of proficient or advanced students is low, as would be expected, 22 percent or more score at proficient or advanced in all subjects and grades. The highest results were in science, where 45 percent of 4th graders were in the proficient and advanced groups. Those results are shown in Table 3-2, along with results for reading and math.

3. Student Achievement

TABLE 3-2: Montana Statewide Test Results, Grades 4, 8, and 11 – Students with Disabilities, 1998-99 Percent of Students Scoring at Four Proficiency Levels

Subject and Grade	Novice Stanines 1-3	Nearing Proficiency Stanine 4	Proficient Stanine 5-7	Advanced Stanines 8-9
Reading				
Grade 4	43%	26%	27%	4%
Grade 8	52%	22%	24%	2%
Grade 11	55%	22%	22%	1%
Mathematics				
Grade 4	44%	22%	30%	4%
Grade 8	57%	21%	21%	1%
Grade 11	47%	21%	30%	2%
Science				
Grade 4	32%	23%	38%	7%
Grade 8	42%	23%	32%	3%
Grade 11	40%	22%	34%	4%
National Average	23%	17%	49%	11%

The complete Statewide Student Assessment Reporting 1998-99 is available on OPI's website, <http://metnet.state.mt.us>.

The Board of Public Education administrative rules require schools to test all students. However, some students with disabilities and limited English proficiency are unable to take the regular state test. Those students are to be tested using an alternate test that will provide useful information about their progress toward meeting the academic standards. By the year 2001, scores will be reported to the state for those students taking an alternate exam. In 1996-97 and 1998-99, those alternate test scores were not reported. Test scores were reported for over 90 percent of the students enrolled in spring semester of those years. A higher percent of the students had scores reported at each grade level in 1998-99 than in 1996-97. Beginning in year 2000-2001, districts will account for all students, reporting why students were not tested, as well as providing results for those who were tested.

3. Student Achievement

The 1999 Legislature appropriated funding for the Montana School Improvement Initiative to allow selection and purchase of a statewide test for grades 4, 8, and 11. All districts would use the same tests. The test results will provide more comparable data for students across the state than the results from a variety of tests. After an extensive selection process, the Board of Public Education approved the Iowa tests (ITBS for elementary and ITED for high school)

for use by all districts, beginning in school year 2000-2001. Test items on the Iowa Tests will be matched to the Montana Content Standards in each subject area to identify which standards are adequately measured with the Iowa Tests. In subsequent years, methods of evaluating the unmeasured standards will be identified, and proficiency levels will be determined based on specific academic expectations. In order to address the assessment needs of all students, an alternative testing methodology will be developed for those students for whom the administration of the regular test instrument would be inappropriate

TABLE 3-3: Percent of Students with Reported Test Scores

Grade	96-97	98-99
Grade 4	94%	97%
Grade 8	93%	95%
Grade 11	86%	88%
Overall	91%	93%

College Readiness Exams

High school graduates individually choose to take college readiness exams and pay the costs involved with their participation. From 57 to 60 percent of Montana's high school graduates participate annually in the American College Testing (ACT) college readiness exam. Approximately 22 to 24 percent take the College Board SAT. Both tests are considered predictors of college performance. The results of both tests indicate that Montana students consistently rank among the top-scoring students. Only 9 states have higher average scores than Montana on the ACT, and seven of those nine had only 2 to 18 percent of their graduates taking the exam, compared to nearly 60 percent in Montana. When few students take the exam, it is likely they are the highest achieving students. When a high percentage of students take the exam, many average or lower scoring students are included. Table 3-4 shows the scores for three years.

3. Student Achievement

TABLE 3-4: Montana and National ACT and SAT Scores – 1997, 1998, and 1999, and Percent of Graduates Tested

ACT Test Results									
Year	Montana					National			
	Overall			American Indian		Overall			
	Score	% of Grads		Score	% of Grads	Score	% of Grads		
1997	21.9	58%		18.1	35%	21.0	36%		
1998	21.9	58%		17.7	37%	21.0	37%		
1999	21.8	57%		18.3	40%	21.0	36%		
ACT – maximum score 36, MT test takers - 6,276 in 1997, 6,397 in 1998, 6,539 in 1999									
SAT Test Results									
Year	Montana						National		
	Overall			American Indian			Overall		
	Verbal	Math	% of Grads	Verbal	Math	% of Grads	Verbal	Math	% of Grads
1997	545	548	22%	485	492	5%	505	511	42%
1998	543	546	24%	545	546	8%	505	512	43%
1999	545	546	22%	509	525	6%	505	511	43%
SAT – maximum score 800 Verbal, 800 Math, MT test takers - 2,506 in 1997, 2,682 in 1998, 2,543 in 1999									

American Indian students represent the most significant minority in Montana – approximately 10.2 percent of the K-12 school population and 5.9 percent of graduating seniors. The number of American Indian students taking the ACT in 1999 represented only 40 percent of the Montana American Indian high school graduates, and only 6 percent took the SAT. The American Indian scores are significantly lower than the overall scores. Those results may not be representative of American Indian students because of the small number taking the test. However, the SAT scores for the Montana American Indian students in 1999 exceeded the overall national average scores.

The National Assessment of Educational Progress (NAEP)

Since 1990, the NAEP has been administered state-by-state in grades 4 and 8. NAEP exams are high quality national-level tests designed to determine the academic performance of students in the U.S. Montana students have participated in the math, science, reading, and writing exams, and they ranked very high among the states. The mathematics and science tests will be given again in 2000 and the reading and writing tests in 2002. Montana students have scored among the top states in the NAEP testing, as indicated in Table 3-5. Montana students ranked lower on the writing test in 1998 than in any other NAEP subject area.

3. Student Achievement

TABLE 3-5: National Assessment of Educational Progress, Montana

Subject and Year	Grade 4	Grade 8	Subject and Year	Grade 4	Grade 8
Mathematics			Reading		
1990		2nd highest	1994	6th highest	
1996	4th highest	2nd highest	1998	2nd highest	3rd highest
Science			Writing		
1996		2nd highest	1998		9th highest

Other test scores

Montana students measure up favorably when compared with students in other countries. The Third International Mathematics and Science Study (TIMSS) was conducted in 1995 in 41 nations to determine how students performed in mathematics and science. The United States ranked about average for the 41 nations. The data from the 1996 NAEP state-by-state math and science tests were then linked with the TIMSS results to determine how 8th grade students in each state might have scored, had they taken the TIMSS tests. Montana students were identified as outperforming students in 40 of the 41 countries (all except Singapore) in science, and 35 of the 41 countries in math.

The ASVAB, or Armed Services Aptitude Battery, is a test offered by the military and taken by high school students in many high schools throughout Montana. This test gauges student aptitude and interest. This is a very different component than is measured by the ACT and SAT exams, which assess academic achievement. However, like the ACT and SAT, not all students take the ASVAB so the test is not fully representative of Montana high school students. ASVAB reporting is based on the scores of those who enlist in the military. Those reports show the average score of Montana enlistees is seventh highest of the 50 states.

Montanans Want to Know



In what ways is student achievement recognized?

Academic recognition begins in the classroom and is reinforced by communities, schools, and parents. Communicating that recognition involves creative use of the news media to highlight accomplishments using honor rolls, participation in academic competitions, class projects, state and national awards, and scholarships. Information on student academic recognition is usually available only at the local level, but some state-level information is available.

Most academic scholarships to attend Montana colleges are available to individual students from a variety of private organizations and funding sources. High school counseling offices assist students with information about available scholarships.

OPI coordinates the U.S. Department of Education Byrd Scholarship program, which provides financial assistance for high school graduates with outstanding academic credentials. Funding is available for 22 new scholarships each year, renewable for four years. Students may interrupt their college education for one year and still be eligible.

In addition, Montana students who graduate at the top of their classes are awarded tuition scholarships at units of the Montana University System. In 1998-99, 490 scholarships were awarded to seniors, but only 431 enrolled in the Montana University System and used the scholarships. Those scholarships averaged \$2,140 each.

In cooperation with the Office of the Commissioner of Higher Education, OPI provides certificates of recognition to those Montana graduating seniors who score in the top 10 percent on the ACT college readiness test, but no financial assistance is available. Table 3-6 indicates the numbers of students and amount of funding involved in these recognition efforts.

TABLE 3-6: Certificates, Byrd and MUS Scholarships – 1998-99

Type of Award	Number of Awards	Total Amount
ACT Certificates of Outstanding Performance: OPI & OCHE	865	NA
Byrd Scholarships: U.S. Dept. of Ed.	92	\$138,000
Honors Scholarships: Montana University System	431	\$922,331

Providing students with opportunities and challenges beyond the classroom may contribute to future academic recognition. Communities and schools can assist students to seek opportunities that extend beyond the classroom and the school. Some of those opportunities include:

- Academic summer camps
- AGATE Summer Camp scholarships
- Artists in the Schools
- Destination Imagination
- Future Problem Solving
- International Baccalaureate
- Junior Great Books
- Knowledge Master
- Marie Walsh Sharpe Art Foundation
- Math Olympiad
- Montana Academic Challenge
- National Geography Bee
- Signatures from Big Sky
- Summer Gifted Student Institute, Carroll College
- Youth for Justice

Questions To Ask Local Schools

Does the school have clear expectations for what students should know and be able to do at each grade level?

How is the school using student achievement results to provide programs that meet student needs and improve teaching and learning?

What can the community do to assist with academic challenges and recognition for local students?

4 School Success

The success of a school is indicated by the success of the students. Completing high school significantly increases the opportunities for students to lead successful lives.

Montanans Want to Know



How many students complete high school?

It is important communities to examine the success of schools in helping students earn high school degrees. Nationally, 25 percent of recent dropouts were unemployed or not enrolled in post-secondary programs, compared to 4 percent of high school graduates. If dropouts are employed, their salaries are only 40 percent of the average salary of those with high school diplomas. About one-third of female dropouts are pregnant. They face child-rearing responsibilities without job experience or education to adequately support their children. In addition to those economic statistics, dropouts make up an alarming percentage of the prison population (82 percent), which is far costlier to both the individual dropout and to society than a high school and college education.

High school completion can be viewed from a variety of perspectives. No matter what the perspective, the impact of students not completing high school is significant – for the students, their communities, and society as a whole.

Graduation Rate

One way to observe how many students complete high school is to determine how many 12th grade students graduate from high school. Data provided annually to OPI indicates that if students reach the 12th grade level, a very high percent will graduate. For the past decade, approximately 94 percent of Montana's 12th grade students graduated from high school. Table 4-1 shows the number and the racial/ethnic background of the 1997 and 1999 seniors and graduates.

The overall percent of graduating 12th graders declined somewhat from 1997 to 1999. American Indians are the largest minority group in Montana, and their graduating percent declined also. Rates for other minorities in Montana (Hispanic, black, Asian) are lower than American Indian rates, but did increase slightly from 97 to 99.

TABLE 4-1: Graduation Rate of Montana 12th Grade High School Students, 1996-97 and 1998-99

Categories	12 th Grade Enrollment		Total Graduates		Percent Graduating	
	1996-97	1998-99	1996-97	1998-99	1996-97	1998-99
Overall Total	11,611	11,018	19,825	10,322	94.1%	93.6%
White	10,570	9,985	9,964	9,394	94.3%	94.1%
American Indian	711	707	667	636	93.8%	90.0%
Other Minority	440	326	294	292	89.1%	89.6%

4. School Success

Completion Rate

Another perspective is to calculate a high school completion rate for a class of students using four years of dropout data, even though individual students are not followed through high school. These results tell a different story than looking only at 12th grade students. Table 4-2 shows that, using this calculation, only about 81 percent of 9th grade students complete high school. For American Indian students, the rates are considerably lower – only about 60 percent finish high school.

TABLE 4-2: Completion Rate of Montana High School Students, Class of 1999

	State Totals	American Indians
Graduates	10,925	677
Dropouts for this graduating class		
Grade 12 1998-99	511	79
Grade 11 1997-98	613	116
Grade 10 1996-97	700	116
Grade 9 1995-96	732	154
Total graduates plus four years of dropouts	13,481	1,142
Completion Rate:	81.0%	59.3%

Dropout Rate

The third perspective is to look at the annual dropout rates. Montana school districts report dropout numbers to OPI using a reporting method developed by the National Center for Education Statistics (NCES). A handbook is provided to those doing the reports to outline the conditions for determining whether or not a student is considered a dropout. The reports provide yearly snapshots of dropouts for grades 7 through 12, and supply information about targeting resources to specific groups of students.

An observation of the dropout data by grade level and gender indicates that the highest dropout rates are among 11th grade boys, but the highest numbers of dropouts are boys in grade 10. The class is larger so the rates are lower. At grades 7 and 8, the dropout rates are higher for boys than girls – 3 boys drop out for every 2 girls who drop out. Grades 10 and 11 appear to be the grades where the highest numbers of both boys and girls drop out. Table 4-3 lists dropout information by gender and grade for 1998-99.

4. School Success

TABLE 4-3: Montana Dropout Rates by Grade and Gender, 1998-99

Grade Level	Statewide Dropout Rates			Statewide Dropout Numbers		
	Total	Male	Female	Total	Male	Female
Grade 7	0.6%	0.7%	0.4%	72	45	27
Grade 8	0.6%	0.7%	0.5%	79	47	32
7&8 Total	0.6%	0.7%	0.5%	151	92	59
Grade 9	3.2%	3.5%	3.0%	455	254	201
Grade 10	4.5%	4.6%	4.4%	597	315	282
Grade 11	4.6%	5.2%	4.0%	587	337	250
Grade 12	4.3%	5.1%	3.5%	511	311	200
High School Total	4.2%	4.6%	3.7%	2,150	1,218	934
Overall Totals				2,301	1,310	991

Although the numbers dropping out in grade 7 and 8 are very low, 151 youth with no more than a 7th or 8th grade education will find society an unwelcoming place. The 2,150 high school dropouts are unlikely to find the welcome any warmer.

Small annual changes in data can cause wide variations in annual rates for small schools and racial minority groups. A more realistic indicator of the dropout rate is an average of several years. Table 4-4 provides a four-year average of dropouts reported by racial/ethnic category. That data reveals the dropout rate for American Indian students (8 percent of high school enrollment) is more than three times higher than the statewide total. The other minority groups (2.5 percent of high school enrollment) have rates nearly twice as high as the statewide total.

TABLE 4-4: Montana Annual High School Dropout Rates by Racial/Ethnic Category, 1995-96 through 1998-99

Category	95-96	96-97	97-98	98-99	4-yr average
White	5.2%	4.6%	3.9%	3.5%	4.3%
American Indian	10.9%	15.6%	13.6%	10.6%	12.7%
Other minorities	11.4%	8.9%	6.3%	5.3%	4.3%
Statewide Total	5.7%	5.5%	4.7%	4.2%	5.0%

4. School Success

Many American Indian students are not completing the 12th grade year, are not completing high school, and are dropping out of school at rates considerably higher than the overall school population. And they are becoming a higher portion of total dropouts. In 1999, one-fifth of the dropouts were American Indian students.

General Education Development (GED)

One method of overcoming the handicap of not having graduated from high school is to obtain a General Education Development (GED) certificate. The GED is awarded to persons who demonstrate achievement at a level that will allow them to pursue further educational and occupational goals. Although a GED is a positive step for out-of-school youth, studies indicate that the GED does not provide as firm a future economic base for jobs and income as a high school diploma.

American Indian youth drop out of high school at a much higher rate than average. But they also receive a disproportionately higher number of GEDs. In 1999, American Indian youth represented 6.1 percent of high school graduates, but received 12.5 percent of GED certificates awarded to recipients ages 16 to 19.

TABLE 4-5: Montana High School Graduates and GED Recipients
Ages 16-19

	96-97	97-98	98-99
High School Graduates	10,322	10,656	10,925
American Indian Graduates	636	626	667
American Indian % of graduates	6.2%	5.9%	6.1%
GED recipients ages 16-19	1079	1193	1278
American Indian GED recipients	150	143	160
American Indian % of GED recipients	13.9%	12.0%	12.5%

When comparing the number of GED recipients ages 16 to 19 with the number of dropouts from grades 10 through 12 (roughly the same age group), some interesting information emerges. The number of dropouts has declined and the number of GED recipients has increased. The difference between the two figures indicates the number of youth who do not obtain either a diploma or GED. That number decreased from 900 to 413 between 1996-97 and 1998-99. However, for American Indian students, the number with no diploma or GED increased from 165 to 227 over the same three-year period.

4. School Success

TABLE 4-6: American Indian Dropouts as Percent of Total

	96-97	97-98	98-99
Dropouts, Grades 10-12	1,979	1,792	1,695
GED recipients ages 16-19	1,079	1,193	1,278
Number with no GED and no diploma	900	599	413
American Indian dropouts, Grades 10-12	315	335	387
American Indian GED recipients ages 16-19	150	143	160
Number with no GED and no diploma	165	192	227

Each community needs to learn the unique reasons why students drop out of their schools. Common solutions will not serve all communities. Several studies have identified effective overall strategies that have prevented students from leaving school without receiving a diploma. Some of those strategies include:

- Providing intensive intervention through smaller alternative middle and high schools.
- Focusing on changing the classroom experience through professional development to improve curriculum and instruction, rather than focusing on dropout prevention services.
- Mentoring and tutoring by supportive adults and peers.
- Evaluating the impact of policies, practices, and structures on all students.
- Providing collective support for school and student needs through community and family collaboration.



What is the school's accreditation status?

Each year the Montana Board of Public Education determines the accreditation status of all public schools in Montana. Montana public schools must be accredited in order to receive state funding. The Board of Public Education established the accreditation standards to provide a foundation for a system of quality education for all Montana children, regardless of where they live.

OPI reviews each school's compliance with the Board's accreditation standards. Examples of the standards include the certification requirements and duties of teachers and administrative staff, class size and teacher load restrictions, expectations for what students should know and be able to do, required courses to be offered, student assessment requirements, library and guidance counselor ratios, professional staff development requirements, and means for promoting a positive school climate.

4. School Success

Following the review, the Superintendent of Public Instruction then provides accreditation status recommendations to the Board. Schools meeting the standards are given regular accreditation status. Those not meeting some standards receive accreditation with advice or with deficiency depending on the type of standard not met. Schools with a deficiency or a second year advice status are required to submit to OPI a plan for improvement.

Table 4-7 summarizes the accreditation status of Montana schools in 1994-95, 1996-97, and 1998-99. For each of those years, an additional 10 to 12 private schools also requested and received Montana accreditation status. From 1994-95 to 1998-99, the schools receiving regular accreditation status has declined. The number receiving accreditation with advice more than tripled and those with deficiency nearly doubled.

The most common reasons schools receive advice status are not having the appropriate number of administrators, having a third or fourth occurrence of a specific deviation from the standards, and not providing program offerings in music, art, and second languages, particularly in grades 7 and 8. Citing difficulty finding staff for these areas, several schools have either dropped the program offerings or have assigned them to staff not endorsed to teach these courses. The most common reasons for schools being placed on deficiency status was the use of noncertified teachers.

TABLE 4-7: Montana School Accreditation Status 1994-95, 1996-97, 1998-99

Status	94-95		96-97		97-98	
	No.	Percent	No.	Percent	No.	Percent
Regular Accreditation	852	96%	805	91%	791	90%
Accreditation With Advice	21	2%	62	7%	69	8%
Accreditation With Deficiency	15	2%	19	2%	22	2%
Not Receiving Accreditation	0	0%	0	0%	0	0%
Total	888		886		882	

Montanans Want to Know



What do graduates do after they complete high school?

Reports from post-secondary institutions to the U. S. Department of Education indicate that approximately 71 percent of Montana's high school graduates will enroll in post-secondary programs at some time. Within the first year following high school graduation, 54 percent of Montana high school graduates enter a post-secondary institution. About 37 percent of the high school graduates enroll in post-secondary programs in Montana, and another 17 percent enroll in out-of-state programs. Over the course of several years, an additional 17 percent will have enrolled in a post-secondary program.

Montana schools attempt to collect information on their graduates, but the information is often limited to seniors self-reporting their immediate plans upon graduation. The high mobility of families, differing time frames and strategies for pursuing careers, and economic constraints are factors that complicate the gathering of such information.

General information about the status of graduates several years after graduation might be obtained through a concerted effort to coordinate information available in several state and federal agencies – for example, unemployment and public assistance information, post-secondary agencies, military recruitment records, social security data, and records from other agencies that follow individuals.

Questions To Ask Local Schools

What does the school have to celebrate?

How many 9th through 12th grade students graduate from high school?

Are there different rates of graduation based on gender, ethnic origin, or economic status?

Does the district have an aggressive program to lower dropout and truancy rates?

Are the schools fully accredited? If any schools are not meeting accreditation standards, what strategies are in place to meet those standards within a reasonable time period?

What information is available on what happens to students once they graduate from high school?

5 Student Services and Activities

Students make many decisions that affect their futures. Comprehensive educational programs and services as well as student activity programs broaden and enrich students' educational experiences.

Montanans Want to Know



What counseling and career guidance is available?

The Montana Board of Public Education recognized, in school accreditation standards, the importance of school counseling services to assist individual students in their academic, career, personal, and social development. The standards require a minimum equivalent of one full-time guidance counselor for every 400 K-12 students. Schools with less than 125 students must employ or contract with a certified, endorsed school guidance specialist or seek alternative means to meet the required guidance standards.

In order for one counselor to effectively reach 300 to 400 students, counseling services must be prioritized and well planned. The new Montana standards developed for workplace competencies will focus the school counseling programs on developing skills in career planning and workplace readiness.

Table 5-1 shows the statewide ratio of guidance counselors to students. The statewide data indicates that schools had fewer students per counselor and students had somewhat better access to counselors in 1998-99 than in 1996-97. In both years the elementary numbers exceed the 1 to 400 ratio in the standards, but many elementary districts use alternate or innovative methods of providing guidance services, which often is not reflected as FTE. If school districts use alternative means to meet this standard, they must submit a description of their alternative to the OPI to be approved by the Board of Public Education.

TABLE 5-1: Ratio of Guidance Counselors to Students in Montana Schools, 1996-97 and 1998-99

Guidance Counselors	Full-time Equivalent (FTE)		Counselor/ Student Ratio	
	96-97	98-99	96-97	98-99
Elementary Guidance Counselors	241	254	1/449	1/431
High School Guidance Counselors	166	178	1/301	1/284

5. Student Services and Activities

Montanans Want to Know



Are intramural and extracurricular student activities available?

Whether the event is an elementary music program for parents and community members, or a division championship high school basketball game, student activities enrich students' school experiences.

Elementary and middle schools' extra activities for students are often not as extensive as the selections in high schools. The activities offered by all levels are wide ranging and may include plays, French clubs, pep band, programs for parents, after school tutoring programs, intramural sports, school stores, musical presentations, student government, key club, and other clubs and interest groups. Participation varies from school to school, and data on these activities is not available at the state level.

Information on participation in interscholastic activities is available at the state level. The Montana High School Association (MHSA), a nonprofit corporation, supervises and regulates the 23 interscholastic activities in high schools in Montana. In order for high school students to compete in MHSA-sanctioned interscholastic activities, the schools must be members of MHSA and meet certain requirements. They must be:

- Accredited by the Montana Board of Public Education
- Have annual authorization from the local school board
- Pay annual membership dues
- File an annual membership form

The MHSA-sponsored activities include sports, music, speech, and spirit squads (cheerleaders and drill team). There are 13 sports activities and 10 in the other three areas. Seventeen activities are offered for both boys and girls, but they only participate together in the music, speech, and spirit squads. Of the 13 sports activities, four are for boys only – the three sizes of football teams (8-, 9-, and 11-man) and wrestling. Two are for girls only – fast pitch softball and volleyball. Table 5-2 shows participation numbers for 1998-99 as reported by MHSA. Several students participate in more than one activity, so these numbers include duplicate

TABLE 5-2: Participation in Montana High School Interscholastic Activities, 1998-99

Type of Activity	Male	Female	Total
Sports	20,610	11,835	32,445
Music	3,432	10,301	13,733
Speech	1,105	1,578	2,683
Spirit Squads	35	2,606	2,641
Totals*	25,182	26,320	51,502

*Totals include multiple activities and duplicate student counts

Even though the total participation in Table 5-2 is a duplicate count, it still indicates that a high number of Montana high school students are involved in extra-curricular activities. Some of the individual sports have particularly high participation. Over 22 percent of the girls are involved in vocal music, and football attracts 26 percent of the boys. Basketball involves 18 percent of the student body, and 15 percent are involved in band. Those figures are shown in

TABLE 5-3: Individual High School Activities with Highest Student Participation, 1998-99

Activity	Male	Female	Total
Basketball	5,039	4,196	9,235
Band	3,062	4,320	7,382
Track/field	3,693	3,190	6,883
Football	6,830	–	6,830
Vocal	178	5,529	5,707
Cheerleaders	27	1,895	1,922

An analysis of the MHSA participation data indicates that the larger the school, the more activities the school offers. However, in smaller schools a larger percent of the student body is involved in activities.

Information from the 1999 Montana Youth Risk Behavior Survey (YRBS) indicates that American Indian males participate in high school sports activities at a rate slightly higher than the general population, and at a rate similar to the general population for out-of-school sports activities. Overall participation rates for females are lower than males for in-school sports activities, and much lower for out-of-school sports activities – nearly one-third less. For American Indian females, the rates are over one-third less than the rates for American Indian males for both in-school and out-of-school sports activities.

Questions to Ask Local Schools

Does the school have adequate resources to meet the counseling needs of the students?

How much emphasis is placed on career guidance?

Are the available student activities varied enough to encourage all types of students to participate?

What activities are available to students within the school district?

Are there opportunities for the community to provide resources to broaden the scope of student activities?

6 School Finance

Financial resources must be allocated efficiently and effectively to meet the educational needs of students.

Montanans Want to Know



How much does it cost to educate a student?

Educational costs vary by size of school, programs, and grade levels. Average per-pupil costs are determined using current and long-term expenditures of school districts and the “average number belonging” (ANB), which is a student count used for funding purposes. “Current expenditures” include expenditures for the annual operation and maintenance of the school district, including salaries and benefits, supplies, equipment, and purchased services. Excluded from current expenditures are long-term expenditures, which are for school facilities, school buses, debt service, and other items that are purchased in one year, but are intended as an investment in the operations of the district.

When the costs are examined by size of school district, the average cost per-pupil varies more within the size categories than between them. For example, district per-pupil costs within category 3E range from \$4,444 to \$9,354, a difference of \$4,910 (91 percent). However, the average per-pupil costs for the elementary district-size categories range from \$5,319 for 1E to \$6,618 in 5E, a difference of \$1,299 (24 percent). **Appendix L** provides a table of the range of costs per student by district size-category for 1998-99. Table 6-1 shows trends in per pupil spending by district size category for school fiscal years 1993-94 through 1998-99. Elementary per-pupil spending increased by \$774 during those years, but high school spending increased by only \$164 per student. Overall spending per-pupil increased by \$620 or 11 percent over six years.

6. School Finance

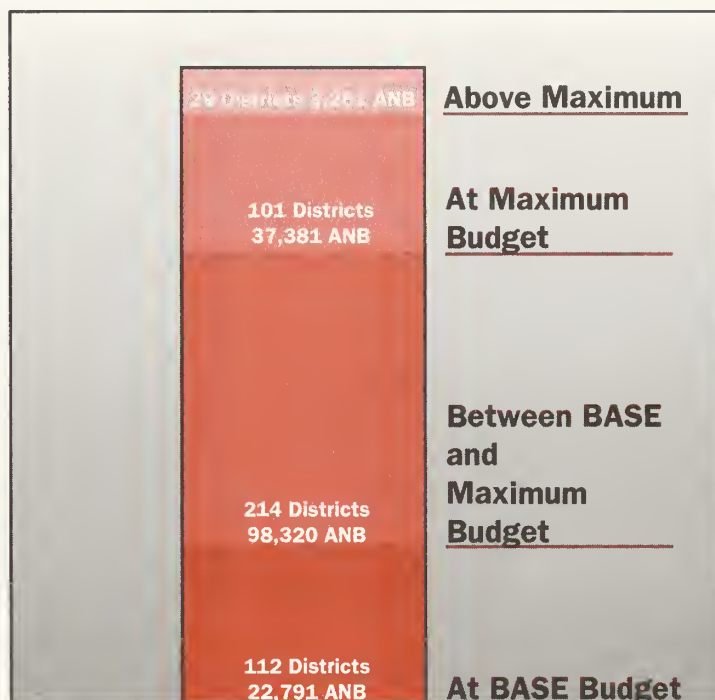
TABLE 6-1: Trends in Per-Pupil Spending by Size Category

Description	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	5-yr change
Elementary District Size							
more than 2500 ANB	\$4,586	\$4,609	\$4,713	\$4,918	\$5,084	\$5,319	\$732
851-2500 ANB	4,795	4,769	4,848	5,101	5,334	5,577	782
401-850 ANB	5,115	5,189	5,311	5,473	5,688	6,048	934
151-400 ANB	5,054	4,959	5,265	5,267	5,639	5,873	819
41-150 ANB	5,873	5,832	5,888	6,088	6,280	6,618	745
40 or fewer ANB	4,861	4,672	4,806	5,210	5,494	5,612	751
Total Per Elementary Pupil	4,868	4,858	4,979	5,163	5,390	5,642	774
High School District Size							
more than 1250 ANB	6,110	5,719	5,823	5,905	6,070	6,184	74
401-1250 ANB	5,935	5,801	5,858	5,870	5,984	6,094	158
201-400 ANB	6,212	6,094	6,361	6,707	7,017	6,762	550
76-200 ANB	8,013	7,844	7,857	8,091	8,330	8,603	590
75 or fewer ANB	12,136	11,460	11,422	11,164	11,230	11,806	(330)
Total Per High School Pupil	6,533	6,243	6,324	6,444	6,585	6,697	163
K-12 District Size							
more than 399 ANB	4,998	4,957	4,966	5,029	5,404	5,694	696
fewer than 400 ANB	8,254	7,186	7,259	7,391	7,641	8,004	(250)
Total Per K-12 Pupil	6,316	5,862	5,814	5,848	6,177	6,487	172
Total Per Montana Pupil	\$5,418	\$5,320	\$5,424	\$5,585	\$5,811	\$6,038	\$620

Montana designed its school equalization system to recognize that expenditures per student vary among school size categories and grade levels. For school general fund budgets, the state imposes a minimum (BASE) and maximum budget for each school district based on the enrollment of the district. Chart 6-1 shows how the adopted budgets of school districts are distributed along the range of the BASE to maximum budget. The chart also shows the number of students in each of the four categories. For 1998-99, 61 percent of the students are in districts that adopted budgets between the BASE and the maximum. Twenty-five percent of students are in districts that are at or above the maximum budget.

6. School Finance

CHART 6-1: Status of School Equalization 1998-99



The funding system is also designed to recognize the higher cost of special education services. Districts receive block grant monies from the state for special education based on enrollment and are reimbursed when the district's special education costs are considered excessive. For many districts in Montana, special education services are provided through membership in special education cooperatives. The members share specialists and receive more cost-effective services than the districts provide individually. **Appendix N** lists the special education cooperatives and shows their boundaries.

Montanans Want to Know

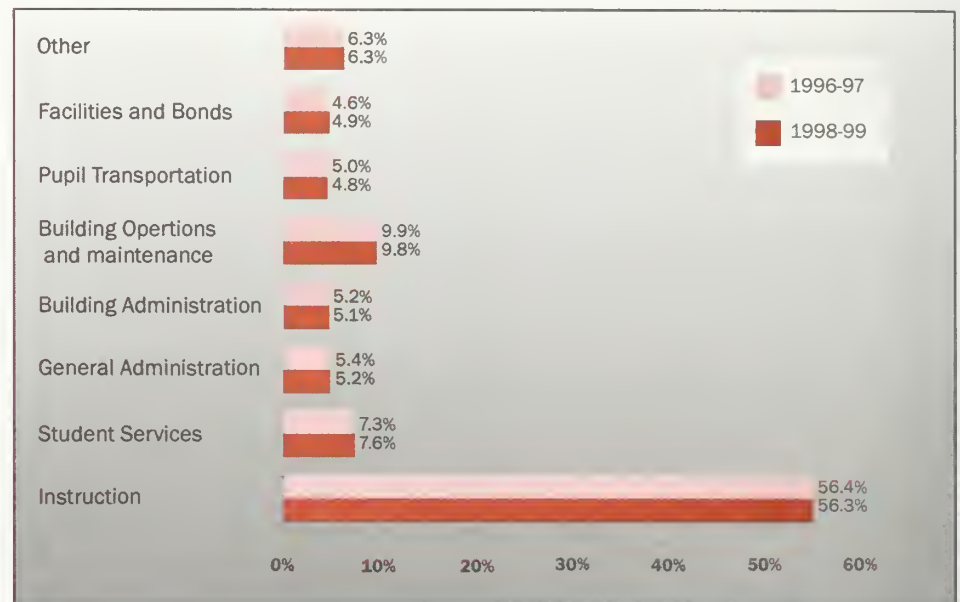


How is the money spent?

Approximately 64 percent of the educational dollar is spent on instruction and services to students. Salaries and benefits for teachers and other instructional personnel are a large part of the instruction expenditures, making up 50 percent of total district costs. The costs of other school personnel – administrators, custodians, secretaries, librarians, counselors, bus drivers – are recorded as expenditures in categories other than instruction. Approximately 10 percent is spent on district and building administration, and another 10 percent for building operations and maintenance. The remaining 16 percent is spent for pupil transportation, facilities and bonds, and other purposes. Chart 6-2 show that the percentages remained stable from 1996-97 to 1998-99. Definitions of expenditures categories are provided in Data Notes and Sources.

6. School Finance

CHART 6-2: School District Expenditures, Percent of Total



The larger districts are able to target a greater share of their total expenditures toward instruction and student services. Likewise, elementary districts channel a greater share of resources toward instruction and student services than high schools. Smaller districts spend a greater share of their budgets on transportation and administration. **Appendix O** shows how different size school districts have allocated education dollars to the various expenditure categories.

Montanans Want to Know



What are the district's revenue sources?

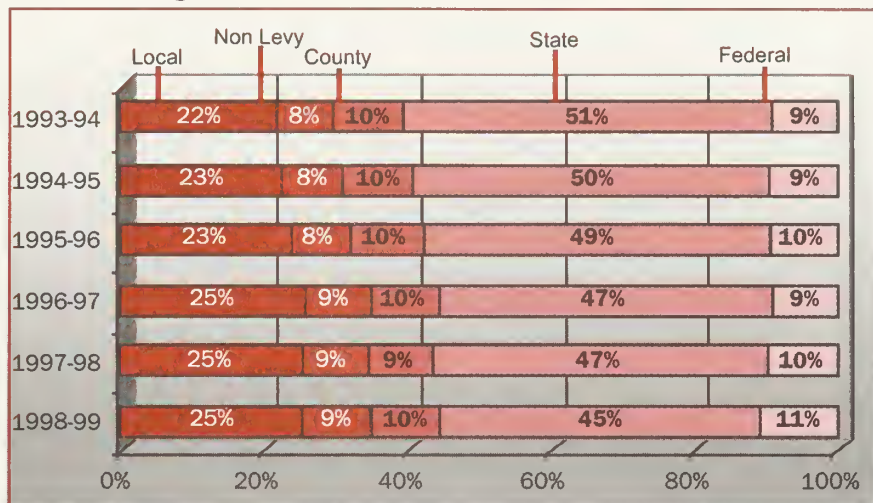
The operating revenues of a school district come from five sources: state aid to schools, local property taxes, county distributions for retirement and transportation, non-levy revenue, and federal monies. In 1998-99:

- state aid to schools made up the largest share of school funding at 45 percent
- local property taxes provided one-fourth of the revenue,
- county distributions and non-levy revenue each contributed slightly over 9 percent of the total
- federal revenue provided 11 percent of the total, with the three largest federal programs being Federal Impact Aid, Title I, and School Foods

Chart 6-3 shows the contribution from the five revenue sources for the period from 1993-94 through 1998-99. The reliance on property tax increased during that time from 22 percent to 25 percent of the total. Federal revenue increased from 9 to 11 percent, and state revenue declined from 51 to 45 percent.

6. School Finance

CHART 6-3: Trends in School District Revenues, Percent of Total, 1993-94 through 1998-99



State Contribution to Schools

The Montana Constitution mandates that “the legislature shall provide a basic system of free quality public elementary and secondary schools...It shall fund and distribute in an equitable manner to the school districts the state’s share of the cost of the basic and elementary and secondary school system.” Montana has responded to the constitutional requirement in a number of ways:

- The legislature has chosen to provide equalization aid for school district general fund expenditures (including special education), transportation, retirement, and school facilities. The state does not provide funding for bus purchases, tuition, adult education, or projects funded from the district’s building reserve.
- Direct state aid and special education payments are provided to all districts based on the student count (ANB). This funding supports the district general fund budget. State transportation aid is provided to districts based on the transportation routes approved by the county transportation committee.
- Guaranteed tax base (GTB) subsidies raise the tax yield of school districts and counties to the levels guaranteed by the state funding formula. A form of tax base subsidies are provided for school district general fund levies, countywide retirement levies, and debt service levies.

In 1998-99, 329 of the state’s 456 operating school districts received GTB subsidies to support the district general fund, compared to 342 of 464 in 1996-97. The portion of districts and counties receiving GTB decreased slightly from 1996-97 to 1998-99.

6. School Finance

TABLE 6-2: Guaranteed Tax Base (GTB) Subsidies

GTB subsidies provided to	1996-97		1998-99	
	Received GTB	Percent Receiving	Received GTB	Percent Receiving
Elementary districts	192 of 299	64%	185 of 290	64%
High school districts	108 of 118	92%	100 of 113	89%
K-12 districts	42 of 47	89%	44 of 52	85%
County retirement levies	34 of 56	61%	32 of 56	57%

Fiscal pressures encourage school districts to look for non-traditional funding sources. Those sources include various fund-raising activities, business partnerships, school district foundations, booster clubs, user fees, impact and developer fees, leasing of school facilities and services, and exclusive use contracts. Evidence suggests that districts in wealthier communities are more successful in tapping such funding sources than those in less affluent communities, creating potential disequalization of revenues between schools.

Montanans Want to Know



Is the local budget well managed?

School districts are audited on a regular basis in accordance with Generally Accepted Accounting Principles (GAAP). Larger school districts are audited in accordance with GAAP audit procedures. Smaller school districts receive a financial review every 4 years for the most recently completed fiscal year.

Upon completion of an audit, the auditor provides an opinion of the financial records and practices of the school district. An unqualified opinion is the highest rating; an adverse opinion is the lowest rating. For schools receiving financial reviews, the fewer findings the better.

Tables 6-3 and 6-4 show that Montana school districts are fiscally well managed. Of the 231 school systems that were audited for the 1998-99 school year, 92 percent of the systems received unqualified audit opinions. Of the 20 school systems receiving financial reviews, the majority had five or fewer findings for the reporting period.

TABLE 6-3: Audited Districts

Audits	Number of School Systems	
	1996-97	1998-99
Unqualified GAAP	216	212
Qualified GAAP	22	18
Disclaimer	1	1
Adverse	0	0
Total Audits	239	231

TABLE 6-4: Reviewed Districts

Reviews	Number of School Systems	
	1996-97	1998-99
No Findings	2	1
1-5 Findings	17	19
6-10 Findings	3	0
11 or more Findings	0	0
Total Reviews	22	20

The most common problems resulting in audit findings are:

- Inadequate segregation of duties
- Enrollment/ANB – overstated/understated
- General fixed assets – inadequately documented or not documented
- General fixed assets – not recorded
- Receipt procedures/ticket collections
- Extracurricular accounting

Questions To Ask Local Schools

How are the financial resources allocated between schools and programs in the district? Does the allocation reflect district priorities?

What are the links between how district financial resources are used and improved teaching and learning?

What factors have affected the allocation of funding over time – declining enrollment, school construction, staff turnover, experience level of staff?

How does the district communicate school finance information to the public?

7 School Staffing and Teacher Characteristics

At the heart of the learning process is the interaction between teachers and students in the classroom. Academic achievement hinges, in large part, on the quality of this interaction, which is influenced by a variety of factors.

Montanans Want to Know



How many students are in each classroom?

The Accreditation Standards of the Board of Public Education specify maximum class sizes to ensure a learning environment beneficial to all students.

TABLE 7-1: Board of Public Education Accreditation Requirements for Class Size

Grade Levels	Maximum Class Size*
Kindergarten, Grades 1 and 2	20 per class
Grades 3 and 4	28 per class
Grades 5 through 12	30 per class
One-teacher schools	18 students
Multi-grade classes	maximum number for the lowest grade

* If class size maximum is exceeded, rules require that an aide be assigned to the class for one and 1.5 hours for each child over the maximum. This means an overload of two students would require an aide for three hours per day. An overload of five students is considered excessive. The size limits do not apply to choral or instructional music groups.

At district and school levels, the actual number of students in a classroom varies based on the total number of students enrolled, the availability and size of classrooms, and a district's priorities and resources. Those factors make it difficult to report classroom sizes at a state level. One general indicator of classroom size is the student/teacher ratio. That ratio uses the student count divided by the full-time equivalent (FTE) count for all teachers in the schools, not just the self-contained classroom teacher. The FTE includes the portion of the day spent in preparation time and study hall assignments, and counts Title I and special education teachers, as well as regular classroom teachers. At the elementary level, the FTE also includes teachers in special subject areas, such as music, art, health enhancement/physical education, and gifted education. The student/teacher ratio reflects the ratio between teaching staff and students but does not indicate actual classroom size, which varies class by class and school by school.

A calculation of student/teacher ratios, done for all states and shown in Table 7-2, indicates that the national average number of students per teacher is declining nationally. The student/teacher ratio for Montana is also declining, but at a slower rate. In 1998-1999, 21 states had fewer students per teacher than Montana.

7. School Staffing & Teacher Characteristics

TABLE 7-2: Student/Teacher Ratio
Calculated by the National
Center for Education Statistics

Year	Montana	National
1996-97	16.0	17.1
1998-99	15.8	16.6

Some federal programs provide assistance to reduce class sizes and increase the numbers of teachers in schools. Several states have also enacted legislation to reduce class size. However, recent reports indicate that small schools may be just as important as small classes. Studies indicate that students enrolled in smaller schools were more confident and less disoriented than those in larger schools. Those studies also indicate that students from smaller schools had higher academic achievement, lower dropout rates, and fewer incidents of violence. Montana has maintained small schools and relatively small classrooms, mainly because of administrative rules regarding classroom size, and because of the sparsely settled nature of Montana. In Montana, the average enrollment per school in 1998-99 was 181 students. Nationally, the average enrollment per school increased from 493 in 1990 to 525 in 1998.

The national and statewide averages provide general information, but they do not reflect the wide variation between large and small schools in a very rural state. In 1998-99, Montana elementary/middle school size ranged from three elementary schools with one student each to Paris Gibson Middle School in Great Falls with 1,009 students. The high schools ranged in size from 16 in Flaxville High School to Billings Senior High School with 2,036 students.

Montanans Want to Know



What is the quality of the education staff – experience, skills, turnover?

Each year a Gallup Poll is conducted for Phi Delta Kappa, a professional education organization, to determine attitudes toward public schools. The majority of the public agrees that parents have the greatest effect on the level of student achievement. However, the same portion of the public indicates that a qualified, competent teacher in every classroom has the most promise for improving public schools.

Determining the quality and competence of teachers is a difficult task. However, Montana teachers and administrators must meet specific certification requirements in order to work in the accredited K-12 schools in Montana. Montana statutes specify that to “establish a uniform system of quality education and to ensure the maintenance of professional standards” no person shall be permitted to teach in the public schools of the state without a teacher or specialist certificate or an emergency authorization (20-4-101, MCA). To meet accreditation standards, certified teachers must be endorsed in the subjects they are assigned to teach, and librarians, guidance counselors, and administrators must have the proper endorsements. For example, a teacher certified to teach in an elementary self-contained classroom may not be assigned to be the school principal without specific certification and endorsements, nor may an English teacher be assigned to teach mathematics without an endorsement in that subject. Schools or districts with staff assigned to teach in areas outside their certification or endorsement areas are cited in the accreditation reports.

7. School Staffing & Teacher Characteristics

The number of FTE teachers in different teaching assignment areas changed somewhat between 1996-97 and 1998-99. Teachers in special education and Title I increased by a total of 142 teachers. This reflects increases in those federal programs. The next largest increases were in applied technology and music. Health enhancement, computer education, and art also saw increases. The largest decreases were in business, other vocational education areas, elementary, mathematics, and English. Reductions also occurred in science and social studies.

TABLE 7-3: Teaching Assignments by Subject Area, 1996-97 and 1998-99

Teaching		Full-Time Equivalent Staff	
Assignments	96-97	98-99	Difference
Elementary Self-Contained	3,863	3,816	-47
Special Education	735	825	90
English	848	818	-30
Mathematics	668	633	-35
Science	627	606	-21
Health Enhancement	575	598	23
Social Studies	589	570	-19
Music	394	425	31
Title 1	351	403	52
Applied Technology	252	291	39
Art	247	262	15
World Languages	201	208	7
Business & Related	212	184	-28
Other Vocational Ed	232	171	-61
Computer Education	115	132	17
Gifted and Talented	49	56	7
Other areas	321	308	-13
Total	10,279	10,306	27

7. School Staffing & Teacher Characteristics

Although American Indian students represent over 10 percent of K-12 school enrollment, the number of American Indian teachers was only 2.3 percent of the total in 1998-99. However, that was an increase from 1.9 percent in 1996-97. The numbers of American Indians increased for program directors and coordinators, remained about the same for specialists, and declined for administrators.

Females outnumber males by a large proportion in teaching and specialist areas. In both 1996-97 and 1998-99, two-thirds of Montana teachers were female, and one-third were male. In both years, about 70 percent of librarians, guidance counselors, and psychologists were female. The pattern is different for program directors and administrators, however. Although the males outnumber females in those positions, the portion of males declined from 1997 to 1999. In 1996-97, 88 percent of superintendents and principals were male, compared to 75 percent in 1998-99. And 64 percent of program directors and coordinators were males compared to 60 percent in 1998-99.

TABLE 7-4: Gender and Racial/Ethnic Characteristics of Certified Staff by Categories, 1996-97 and 1998-99

These are headcounts. Some staff are employed in more than one category so counts may include duplications.

Certified Staff Categories	Total		American Indian		Other Minorities		Am Indian as % of Total	
	96-97	98-99	96-97	98-99	96-97	98-99	96-97	98-99
Teachers								
Male	3,594	3,583	52	70	24	27	1.4%	2.0%
Female	7,354	7,553	158	171	37	42	2.1%	2.3%
Total	10,948	11,136	210	241	61	69	1.9%	2.2%
Librarians, Guidance Counselors, Psychologists								
Male	334	320	5	4	2	0	1.5%	1.3%
Female	751	736	16	16	3	4	2.1%	2.2%
Program Directors and Coordinators								
Male	174	156	4	7	2	1	2.3%	4.5%
Female	100	104	4	6	0	0	4.0%	5.8%
Superintendents and Principals								
Male	610	615	16	9	3	3	2.6%	1.5%
Female	206	197	13	12	0	1	6.3%	6.1%
Total Certified Staff	13,123	13,164	268	295	71	78	2.0%	2.2%

7. School Staffing & Teacher Characteristics

The turnover of teachers and administrators has increased in recent years. In the 1998-99 school year, districts were beginning to experience more difficulty filling teaching and administrative positions than in the past. Shortages were most evident in the areas of music, special education, foreign languages, and guidance. OPI records indicate that 14 percent of the certified staff in 1998-99 were not teaching in Montana schools in 1996-97 and another 5 percent switched districts within Montana.

There were several other indications that teacher and administrator positions would get more and more difficult to fill. The number of initial teacher certifications issued by OPI declined from 1,416 in 1996-97 to 1,330 in 1998-99, a 6 percent decline. And only 29 percent of Montana teacher education program graduates were teaching in Montana K-12 schools.

Retirements also increased. The Teacher Retirement System (TRS) indicates that about 95 percent of the retirements from TRS are from the K-12 system – approximately 454 of the 478 retirements listed for 1998-99 in Table 7-4.

TABLE 7-5: Average Annual Retirement – Montana TRS

Year	Average		Total
	Age	Service Years	Retired
1994-95	56.2	25.9	362
1995-96	56.9	24.9	354
1996-97	56.2	25.9	411
1997-98	56.5	25.8	415
1998-99	57.0	25.9	478

Montanans Want to Know



What opportunities are available for staff development?

Accreditation standards require that a minimum of three days of professional development be provided for each certified employee for continuous instructional and administrative improvement. State statutes provide state funding for up to seven additional pupil-instruction-related (PIR) days. Two of those days must be allocated for time to attend the October professional educators' conferences, and at least one more day must be dedicated to professional development activities of the staff. Currently there are no incentives for schools to provide more than the three days for professional development. The remaining days may be used for professional development, parent-teacher conferences, and teacher workdays. These PIR days are in addition to the required 180 days of pupil instruction.

In order for certified staff to renew their certificates, they must provide evidence of professional development activities – successful teaching experience, in-service workshops, or college credits. The professional development activities may be used to renew teacher, administrator, or specialist certificates.

According to the National Staff Development Council (NSDC), good professional development takes a variety of approaches. Observation, practice, and evaluation, action research, study groups, problem-solving groups, journal writing, and other methods are important. The NSDC calls for:

- Aligning staff development with school and district goals to improve education.
- Establishing priorities on what issues to address using student data;
- Providing follow-up and support.
- Addressing the need for quality education for all children, regardless of race, ethnic background, gender, or special needs through staff development.
- Emphasizing a challenging, developmentally-appropriate core curriculum based on content and outcomes established by schools, parents and the community.
- Promoting parent and family involvement in education through staff development ... and more.

Questions To Ask Local Schools

What are the benefits of smaller class sizes? What kinds of tradeoffs take place in a district in order to provide those benefits?

What are the local procedures for teacher and administrator evaluations?

What portion of the teaching staff leaves the district each year?

Does that turnover maintain a balance between new and experienced teachers?

What professional development opportunities are available for the school staff?

Are those opportunities targeted to the needs of the students and the staff?

8 Student Involvement in Learning

Learning increases with the amount of time spent learning. Engaging in learning activities develops skills that will contribute to success as lifelong learners.

Montanans Want to Know



Are the students engaged with learning?

It seems obvious that the more time students are involved with learning, the more the students will learn. But simply allocating time for subjects or to work on assignments will not determine how much time students are actually engaged in learning. The student must be an active participant in the educational process. Teaching strategies, community influences, and home environments can work together to encourage students to be active lifelong learners.

Information about Montana students from the National Assessment of Educational Progress (NAEP) illustrates that interests outside school appear to improve the engagement with learning.

- Fourth-grade students who read almost every day for fun on their own time scored 26 points higher in reading than those students who never or hardly ever read for fun.
- Fourth-grade students with four or more types of literacy materials at home (such as books, magazines, newspapers, and references) and scored 14 points higher on math than those with two or fewer types.
- Eighth-grade students who watch television each day for one hour or less scored 30 points higher on math than those who watched television six or more hours a day.
- Eighth-grade students who watched television for three or fewer hours each day scored 17 points higher on science than those who watched six or more hours.

8. Student Involvement In Learning

Montanans Want to Know



What are the policies relative to attendance?

One of the first steps toward a student's involvement with learning is being present for instruction. The policies and responsibilities for assuring a student's presence are shared by several entities.

- The state recognizes its role through statutes requiring students to attend school until the age of sixteen or the completion of 8th grade, whichever is later. Until that date is reached, a student is considered truant if not enrolled or if absent without an approved excuse.
- Local district trustees are given the responsibility of establishing policies that provide consequences for nonattendance or unexcused absences. These consequences can have a major impact on a student's education.
- Parents have major responsibility for the attendance of their children in K-12 education programs. Parents or guardians must enroll their children in school between the required ages of attendance and are held responsible for the student's attendance.
- Tribal governments are often involved in a collaborative effort with the schools to assure that students are in attendance.
- Ultimately the responsibility for attendance and involvement in learning lies with each student. Students with poor attendance records are often not engaged with learning and may eventually drop out of the system.

The overall average attendance rates in Montana are very high. However, individual students and schools with poor attendance rates tend to have much higher than average dropout rates. Any district with individuals or schools with above-average absences need to consider focusing attention on reducing absences.

Table 8-1 shows the attendance rates for 1996-97 and 1998-99. The rates are lower in high school districts than in elementary districts. Rates are also lower in districts with American Indian enrollment that is above the statewide average. The more alarming information is that the attendance rates have declined from 1996-97 to 1998-99 for all identified categories.

TABLE 8-1: Percent of Students Present in Montana Districts

Attendance Rates		Statewide		*Am Indian Districts	
District Type	1996-97	1998-99	1996-97	1998-99	
Elementary	94.4%	93.5%	92.3%	91.5%	
High School	91.6%	91.3%	89.4%	88.0%	
K-12 District	93.9%	93.0%	91.5%	87.2%	
Statewide	93.6%	92.8%	91.6%	90.4%	

When the districts are grouped by the percent of American Indian students, the data indicates that the rate of attendance declines as the percent of American Indian students increases. However, the rate of attendance within each reported group varies widely, many down to 80 percent. A few districts report rates in the 70 percent range. The districts with over 30 percent American Indian enrollment show rates of student attendance that are below the state average. Table 8-2 shows the rates by percent of American Indian enrollment.

TABLE 8-2: Rates of Students Present by Percent of American Indian Enrollment

Attendance Rates		Statewide	
District Type	1996-97	1998-99	
Elementary	94.4%	93.5%	
High School	91.6%	91.3%	
K-12 District	93.9%	93.0%	
Statewide	93.6%	92.8%	

*73 districts reported American Indian enrollment of more than the state average of 9.9% in 1996-97, and 76 districts had more than the average of 10.2% in 1998-99

Questions To Ask Local Schools

How could parents and the community encourage students to be actively engaged with learning?

What clubs, activities, or courses have been created to extend student academic interests beyond the classroom?

What are the local board policies on student attendance, and how do those policies affect a student's education?

What are local attendance and absence rates?

9 School Facilities

Safe, functional, and efficient school facilities enhance the learning environment and the educational program goals of students and educators.

Montanans Want to Know



Are the facilities appropriate for students' needs and safety?

At the state level, information is not available to determine the degree to which school facilities in Montana are appropriate for students' needs. Currently there are no commonly accepted standards for measuring the suitability of school facilities relative to their educational programs.

The Board of Public Education has established standards for school facilities that require local school districts to comply with all building codes, regulations, and laws regarding accessibility, construction, and maintenance of school facilities. The Montana Accreditation Standards for school facilities follow:

Montana Standards of Accreditation: School Facilities, 10.55.201, ARM

- (1) School facilities shall be constructed, maintained, and supervised in accordance with all applicable local, state, and national codes, regulations, and laws.
- (2) School facilities shall be of sufficient size and arrangement to meet all programs' educational goals.
- (3) The board of trustees shall provide for educational facilities which are pleasant and reasonably safe for the conduct of the educational and extracurricular activities of students and which will meet federal accessibility standards.
- (4) The school shall provide the necessary equipment for emergency nursing care and first aid.
- (5) When the board of trustees considers major remodeling or building a facility, it shall seek facility expertise in all affected program areas as well as comments from faculty, students, and community.
- (6) The board of trustees shall have in writing a policy that defines the use of school facilities and resources.

Decisions about building design and allocation of facility space are the responsibility of the local school district and its facility experts. Although the State of Montana participates in the funding of school facilities, it has a minimal role in the review of school district construction, and does not collect data on the condition of school facilities.

9. School Facilities

The state provides financial subsidies to low-wealth school districts that sell bonds for new construction or remodeling to assist with debt service payments and reduce the local property tax requirement for repayment of the bonds. In 1999 the state payments increased to \$3 million and provided nearly one-tenth of debt service payments. Table 9-2 shows the impact of state payments in 1997 and 1999.

TABLE 9-1: Outstanding Public School Bonds and State School Facility Payments

Outstanding Bonds		Number of		State Payments as	
As of	Total	Districts	Students	Annual Total	% of Debt Service
June 30, 1997	\$207 Million	35	31,540	\$2 M	7.0%
June 30, 1999	\$218 Million	52	43,113	\$3 M	9.6%

School facility payments are only available to school districts that sell general obligation bonds. Districts typically sell bonds for construction and major maintenance but not for routine or preventive maintenance. This means that the state's involvement does not extend to facility maintenance.

The state provides technical assistance and compliance review to districts through annual fire inspections and during the design phase of a construction or remodeling project. The architectural plans for school construction or alteration must be approved by the State Fire and Prevention Program of the Department of Justice for compliance with fire prevention codes, and the Department of Commerce or a municipality or county for compliance with building codes. By statute, an annual fire inspection is required for each building. Any deficiencies cited by the fire inspector are reported to the school administration and trustees. A copy of the fire inspector's report is provided to the OPI and reviewed as part of the annual school accreditation process. Districts that have shown significant safety deficiencies have received "accreditation with deficiency" status from the State Board of Public Education.

Montana districts spend the same proportion of their budgets on facility maintenance and operations as other western states. In 1999, they spent 9.3 percent of their budgets on maintenance and operations, compared to 9.0 percent spent nationally. The total cost of building operation is growing, but a smaller portion of the total budgets is now spent on maintenance and operations than in 1990, when maintenance and operations represented 11.0 percent of current expenditures.

9. School Facilities

Montanans Want to Know



Does the student body fit in the building space?

This question should be examined locally at a school and classroom level. Each school has a functional capacity, which is the range of enrollment and program offerings that were intended to fit in the school facility. Often older school facilities do not fit the needs of the student body as the buildings age. They require structural change and modernization to accommodate disability access, changing educational practices, and technology. Many districts defer the maintenance and upgrading of buildings because of the need to spend money in other areas. A recent study by the U.S. General Accounting Office found that one-third of all public schools need extensive repair. Many school districts opt to abandon or tear down existing schools and build new ones rather than repair them, partly because obtaining funds for new buildings is easier than finding maintenance dollars in a tight budget. For example, state-level funding assistance may be available for new construction, but rarely available for maintenance or renovation. Many states and districts rely on national guidance on school planning when addressing the need to upgrade schools. For many reasons, that guidance is often biased toward construction of new buildings rather than for the renovation of old ones. The National Trust for Historic Preservation, a private, nonprofit organization, is dedicated to protecting historic buildings and neighborhoods. The Trust recently focused efforts on school facilities because of concern about the widespread abandonment of schools in older neighborhoods. The school facilities guidelines relied on by schools suggest 30 to 40 acres of land is needed for a school building. To provide that space schools are moved to the edges of communities, resulting in community restructuring. Students whose parents can afford to move will often relocate nearer the schools, thus abandoning more established neighborhoods and creating sprawling neighborhoods on the edges of communities. Those who cannot afford to move closer have a double disadvantage. They are disadvantaged first by lower incomes, and second by the distances to the school.

The National Trust is working with organizations that already provide guidance on school facilities to include within that guidance the renovation of older and historic buildings. The Trust recently placed Broadwater Elementary School in Billings, built in 1909, on the list of the “12 Most Threatened School Sites” across the nation.

Additional information on education facilities and their use may be obtained from the list in **Appendix P**.

Questions To Ask Local Schools

What tests, assessments, and inspections have been completed on the school facilities?

What safety issues were identified, and what changes have been made in response?

How does the facility design and use reflect the educational goals of the district?

How does the district gather and use public input on the design and use of school facilities?

10 Background Characteristics of Students

Information on the characteristics of students helps provide the context necessary for schools to assess the needs of their students.

Montanans Want to Know



What is the makeup of the student body?

The student population in Montana is not as diverse as in many parts of the nation. Montana students are mostly white, nearly 52 percent male, and live mostly in small towns or rural settings. They change schools about as often as the average American student. Nearly all speak only English. Montana students are less likely to be involved in violent crimes than those in other parts of the country.

Race/Ethnicity

American Indian students are Montana's largest minority group, comprising 10.2 percent of the total student population in 1998-99. At the elementary level, they represented 11.2 percent of the enrollment. At the high school level they represented 8.1 percent. While Montana's American Indian population has been growing in the past years, it is important to note that 197 out of 456 districts in Montana, or 43 percent, report no American Indian enrollment. The Asian, Hispanic, and black student enrollment increased slightly over the past years. However, about one-fourth of the districts report no enrollment for any of the four minority groups. Table 10-1 shows that the racial diversity of the Montana students has changed very little over the past five years.

TABLE 10-1: Racial/Ethnic Characteristics of Montana Public School Students

Year	White	American Indian	Asian	Hispanic	Black
1994-95	87.7%	9.6%	0.8%	1.4%	0.6%
1995-96	87.5%	9.7%	0.8%	1.4%	0.5%
1996-97	87.2%	9.9%	0.8%	1.5%	0.5%
1997-98	87.2%	10.0%	0.8%	1.4%	0.6%
1998-99	86.8%	10.2%	0.9%	1.6%	0.6%

Gender

At each grade level, Montana schools enrolled a higher percentage of boys than girls in 1998-99. Table 10-2 shows that this has been the case for the past several years.

TABLE 10-2: Enrollment for Boys and Girls in Montana Schools

Year	Percent of Enrollment	
	Male	Female
1994-95	51.7%	48.3%
1995-96	51.6%	48.4%
1996-97	51.6%	48.4%
1997-98	51.7%	48.3%
1998-99	51.7%	48.3%

10. Background Characteristics of Students

Rural/Urban

The majority of Montana students attend schools in small towns or rural areas. In 1998-99, about 70 percent of Montana schools were located in small towns or rural areas, although about 39 percent of the students attended schools in the seven largest school districts in the state. **Appendix C** shows the portion of students enrolled by school district size category.

The test results for Montana students taking the National Assessment for Educational Progress indicate that students from the rural and small town settings score as well or better than their counterparts in urban or large town settings. The 1998 Reading and Writing NAEP testing indicated that Montana 4th and 8th grade students from small town/rural settings had scores that were higher than those for urban/large towns.

Mobility

Very little information is available concerning how often Montana students move from school to school. Eighth-grade students who took the NAEP were asked how many times they had moved. Montana students reported that they moved at about the same rate as the average for the nation. About six percent had moved six or more times in their school career.

High mobility may be a stumbling block to academic achievement. NAEP results for Montana 8th grade students showed that those who moved six times or more since first grade scored from 8 to 11 points lower on the NAEP test than those who had not moved or had moved only once. Nationally, those who moved 6 times or more were 12 to 13 points lower than those who had not moved or moved only once.

More Montana student mobility information will be available after the statewide testing in the spring of 2001. Students taking the statewide tests will respond to a few questions that will provide background information that has potential impact on test scores, such as the number of times they have moved from school to school and how much TV they watch.

Language

Montana students are almost exclusively English speaking. The 1990 census indicated that 96.1 percent of children ages 5 through 17 spoke English only. A very small number, only 0.4 percent, were reported as speaking English poorly or not at all. The remaining 3.5 percent spoke English and another language. The census data indicated that, besides English, over 35 other languages are the primary languages spoken in homes in Montana.

TABLE 10-3: English Language speakers, 1990 Census

Children Ages 5-17	Number	Percent
Total ages 5-17	163,940	
Speak English only	157,588	96.1%
Speak English and another Language	5,736	3.5%
Speak English poorly or not at all	616	0.4%

10. Background Characteristics of Students

Juvenile Justice

Montana juveniles are about four times less likely than the national average to be arrested for violent crimes. However, they are about 50 percent more likely than the national average to be arrested for property crimes (for example, theft and vandalism).

Montanans Want to Know



What portion of students are served by special programs?

Students come to school with a variety of needs. Meeting these individual needs can create logistical and budgetary challenges for school districts. However, understanding the needs of students at a local level may provide insight into ways that schools can address their many challenges.

Several special programs receive funding to serve students in need of specific services. Table 10-4 shows the percentage of Montana public school students who are served by the School Foods, Special Education, and Migrant Education programs. These programs require students to meet specific qualification criteria and schools to maintain careful records of the services provided. Many other programs provide special services to students, but information on participation is available only at the school and not at the state level. See Indicator 1 for more information on special program offerings.

TABLE 10-4: Students in Special Programs

Program	1996-97		1998-99	
	Number	% of total	Number	% of total
School Foods				
Free/Reduced Eligible	48,287	29.3%	49,088	30.7%
Special Education				
Students with disabilities	18,600	11.3%	18,797	11.8%
Migrant Education				
School Year only	766	0.5%	238	0.1%
Summer only	930	NA	1,296	NA

The School Foods program offers free and reduced lunch and in-school breakfast for children who qualify based on family income. The number eligible for this service has increased since 1996-97.

Special education services are provided to students with disabilities if their disabilities meet established criteria. The percent of K-12 students who were enrolled in special education in 1998-99 was 11.6 percent, up slightly from 11.3 percent in 1996-97.

The Montana Migrant Education Program operates year-round to serve children who are or who have parents, spouses, or guardians who are migratory agricultural workers. The total number of children served from year to year is similar. However, the number varies widely between those served in the summer or during the school year, depending on the weather and crop conditions.

Questions To Ask Local Schools

What are the background characteristics and special needs of the students in the district?

How many students are eligible for and served by programs for special needs students?

What does the school do to identify and serve student needs?

Data Notes and Sources



Montana Context

Montana population and demographic information comes from U. S. Census data and population estimates, compiled by the Census and Economic Information Center, Montana Department of Commerce.

Changes in Montana districts and schools is from the annual district records in the Office of Public Instruction (OPI).

The **racial/ethnic categories, gender, and American Indian enrollment** data can be found in Montana Public School Enrollment Data, annually published by OPI.

Nonpublic, private, and home school enrollment totals are available through the nonpublic enrollment reporting maintained by county superintendents and provided annually to OPI.

Education attainment of adults 25 years or older is based on data from the “1990 Census of Population and Housing, U.S. Census, Profile 8 – Population: School Enrollment and Educational Attainment.”

Montana income measures come from “Montana Ranks – Multiple Jobholders and Montana Labor Force by Reservation.” This data is compiled by the Bureau of Labor Statistics and prepared by the Research and Analysis Bureau, Montana Department of Labor and Industry, 10/15/99.

Information about **Indian reservations, population, and size** data comes from *Montana Indians, Their History and Location*, revised, distributed by the Office of Public Instruction, 1995.

The **Montana Indian reservations map** is from the Department of Natural Resources and Conservation website, found at <http://www.dnrc.state.mt.us>.

Class 7 Certificates information is available through the Certification Office at OPI.

Indicator 1



Program Offerings and Courses

The **Accreditation Standards for Academic Requirements** come from the Montana School Accreditation Standards, 10.55.901 through 10.55.905, Administrative Codes of Montana (ARM).

Information for **ACT test-takers who have taken core curriculum** comes from the annual *ACT High School Profile Report* compiled by ACT for each state and for the nation.

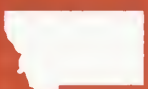
Advanced Placement (AP) programs in Montana is based on data reported annually by the College Board.

Information on **district participation and funding for special programs** is available from the OPI annual records of federal and state funding allocated to districts in the 1996-97 and 1998-99 school years.

Special Education disability data comes from the 1996-97 and 1998-99 records of the OPI Special Education Division.

School computer and internet access data was taken from the *Montana State Technology Survey Report*. The surveys were conducted in Montana schools and compiled by Quality Education Data (QED) in 1997 and 1999.

Indicator 2



Environment for Learning

Examples of community involvement come from a variety of sources including Montana Schools, OPI staff, school district personnel, and various publications.

The **continuum of violence** chart was created by Jim Bryngelson and Sharon Cline of the CARE Initiative of Montana, 1144 Henry Road, Billings MT 59102, (406) 259-4869, e-mail: care@wtp.net, Website: <http://www.wtp.net/care>. It is reprinted with permission.

Violence-related behaviors data comes from the *Youth Risk Behavior Survey (YRBS)* given every other year for the last several years. National and state information from the YRBS can be obtained from the Office of Public Instruction Health Enhancement Division, and the National Center for Chronic Disease Prevention and Health Promotion Division of Adolescent and School Health at <http://www.cdc.gov/needphp/dash>. Additional safety and health data was obtained from the Montana Prevention Needs Assessment survey given in Montana schools in 1999.

Student expulsion and suspension data comes from information reported to OPI by school districts, 1995-96 through 1998-99.

Indicator 3



Student Achievement

The **revised Content and Performance Standards** are found in the School Accreditation Standards, 10.54.3010 to 9000, ARM.

The **Board of Public Education student assessment requirements** are set out in administrative rule 10.56.101, MCA. The requirements apply to all accredited schools with grades 4, 8, and 11.

The **statewide student test results** were compiled by OPI from reports of the distribution of student scores reported in nine stanine groupings. Districts provide data to OPI in the fall for the prior school year. Only three subject area results are shown in the tables, but Appendix M lists the percent of students scoring at each proficiency level for all five subject areas. Tables are included for all students in grades 4, 8, and 11, as well as tables for the results for students with disabilities. Each district received a report showing test results data for 1995-96 through 1998-99 for each school in the district. That information is available from OPI or from local districts.

The **percent of students with reported test scores** was calculated from the number of test results reported divided by the reported number of enrolled students in each of grades 4, 8, and 11 in February.

Montana and national ACT and SAT college readiness exam scores were obtained from the *ACT High School Profile Report, State Composite for Montana and for the Nation*, from the American College Testing Service, and *College-Bound Seniors, A Profile of SAT Program Test Takers*, from The College Board, both of which are provided annually to state education agencies.

NAEP testing in Montana data was obtained from the following NAEP reports: *1990 Reading State Report for Montana*, *1994 Reading State Report for Montana*, *1996 Mathematics State Report*, *1996 Science State Report for Montana*, *1998 Reading State Report*, and *1998 Writing State Report*. Those reports are prepared by Educational Testing Service (ETS) and published by the National Center for Education Statistics (NCES). All publications are available through the National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641, or call 1-800-424-1616, or on the Website: <http://www.ed.gov/NCES/naep>.

The **Armed Services Vocational Aptitude Battery (ASVAB)** comes from *Population Representation in the Military Services, Table 2.10, Selected Statistics for Accessions by Region, Division, State, and Civilians*, 1997, OUSD.

TIMSS data on Montana's comparison to 41 nations comes from *Linking the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS): Research and Development Report*, National Center for Education Statistics, July 1998. Additional NAEP and TIMSS reports may be found at the NCES Website at <http://nces.ed.gov/naep>.

Certificates and Byrd and MUS scholarships information was obtained from the ACT and Byrd Scholarships records available annually at OPI, and from records available at the *Office of the Commissioner of Higher Education*.

Academic challenge opportunity listings are from OPI Monograph Series No. 9, *Don't Wait! Plan Early for Education Beyond High School*, September 1998, and other OPI sources.



School Success

Statistics concerning the **status of high school dropouts** is from *The Condition of Education 2000*, National Center for Education Statistics, US Department of Education, and from the National Education Goals Panel (NEGP) Monthly Report, August 2000.

The **graduation rate of Montana 12th grade** students comes from enrollment data provided by school districts. Annual enrollment and graduate information is available in the annual *Montana Enrollment Booklet*.

The **Montana completion rate for the class of 1999** is calculated using a formula developed by the National Center for Education Statistics. This calculation uses the dropout numbers for each of the four high school years of a specific class of students. The number of graduates for that class is added to the sum of the four years of dropouts. The number of graduates is then divided by the total obtained in the last step to calculate a high school completion rate. A discussion of this method can be found in *A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level*, NCES 2000-305, OERI, U. S. Department of Education.

Montana dropout data is from district dropout reports submitted to OPI for grades 7 through 12. A handbook of procedures for counting dropouts is available from OPI and has been distributed to districts. It is called the *Dropout Data Collector's Handbook, 1995*. The key findings are available in OPI's annual *Montana Statewide Dropout Report*.

GED recipient data is obtained from the General Education Development records available in OPI.

The **Montana school accreditation status** data was compiled from the records of the Board of Public Education and OPI accreditation recommendations and actions.

The **private schools requesting and receiving Montana accredited school status** in 1998-99 were Billings Central High School; Butte Central High School; Loyola-Sacred Heart High School in Missoula; Lustre Christian High School; Manhattan Christian High School; Mount Ellis Academy High in Bozeman; Northern Cheyenne Tribal Elementary School, Northern Cheyenne Tribal 7-8 School, and Northern Cheyenne Tribal High School in Busby; St. Labre Catholic High School in Ashland; Two Eagle River High School in Pablo; and Valley Christian High School in Missoula.

Indicator 5



Student Services and Activities

The **ratio of guidance counselors to students** is obtained by dividing the number of enrolled students by the reported FTE for guidance counselors. The requirements can be found in the Board of Public Education Standards for Accreditations, 10.55.1901, MCA.

Information on participation in Montana high school interscholastic activities came from the "Montana High School Association 1998-99 Participation Summary," and the *Montana High School Association Official Handbook*, an annual publication of MHSAA.

Indicator 6



School Finance

School district per pupil and other financial data was obtained from the Trustees Financial Summaries, 1998-99. Revenue and expenditure data is collected annually from every school district and special education cooperative. OPI staff conduct a series of edit checks via MAEFIRS and through desk reviews and follow-up contacts with school districts. The audit information is also collected annually.

District audit reports and reviews information comes from the copies of audit reports and reviews that are provided to OPI. Audit requirements are found in 2-7-503, MCA. Audit filing requirements are found in 2-7-514, MCA.

The **per-student expenditure** are from data files which included all expenditures in all funds, except those expenditures which would appear as "double counting" or would not be considered as regular educational services provided by the school district or cooperative (student extracurricular activities). The data files include expenditures reported by school districts and special education cooperatives for the budgeted and non-budgeted funds, excluding the adult education fund, internal services funds, the building fund, the student extracurricular activities fund, and all fiduciary funds (with the exception of the Interlocal Agreement Fund, which is included in the data set). The data included expenditures that reflect total expenditures by districts and cooperatives for K-12 educational services. Funds Included: General Fund (01), Transportation (10), Bus Depreciation (11), Food Services (12), Tuition (13), Retirement (14), Miscellaneous Programs (15), Traffic Education (18), Non-operating (19), Lease-Rental Agreement (20), Title I (22), Title VI (23), Metal Mines Tax Reserve (24), State Mining Impact (25), Impact Aid (26), Litigation Reserve (27), Technology Acquisition (28), Debt Service (50), Judgment (51), Building Reserve (61), Interlocal Agreement (82). Funds Excluded: Adult Education (17), Building Fund (60), Enterprise funds (70-72), Internal Service funds (73-80), Endowment (81), Student Extracurricular Activities (84), Miscellaneous Trust Fund (85), Agency funds (86-97), Account groups (98-99).

In addition to defining the set of funds to be included in the data files, the exclusion of certain expenditure categories and transfers was done, again to avoid double counting. Transfers were excluded because they represent the movement of monies from one fund to another or from one district to another, but do not represent the purchase of goods and services. The expenditures for goods and services, which are purchased with the transferred funds, are shown as separate transactions and are included. The excluded expenditure categories are Tuition to Other School Districts Within the State (Object Code 561), Operating Transfers to Other Funds (910), Resources Transferred to Other School Districts or Cooperatives (920 and 930), and Residual Equity Transfers Out (971).

The data used in these calculations differs from the data included for the National Center for Educational Statistics (NCES) Common Core of Data (CCD) in that CCD includes the following funds in its definition of current expenditures: Day Care/Preschool (70), Industrial Arts (71), Enterprise-Miscellaneous (72), Endowment (81), Student Extracurricular Activities (84), and Miscellaneous Trust Fund (85). CCD also includes the Building Fund (60) in its definition of Facilities Acquisition.

Indicator 7



School Staffing and Teacher Characteristics

Student class-size requirements are found in *Montana School Accreditation Standards* 10.55.712 and 713, Administrative Rules of Montana (ARM). The **student/teacher ratio** is taken from “State Nonfiscal Survey of Education”, published annually by the National Center for Education Statistics (NCES), U.S. Department of Education. The ratio is calculated by NCES from data reported by each state. The total enrollment is divided by the total of FTE teachers. The teachers include classroom teachers, as well as special education, Title I, music, and all other teaching assignments. Not included in the count are the services provided by administrators, librarians, guidance counselors, or other specialists that are not direct instruction of students.

Teaching assignments by subject area was compiled from the information on accredited staff provided to OPI on the October 1996 fall report. Assignments listed as study hall and preparation time were prorated across the teaching assignment areas.

Gender and racial/ethnic characteristics of certified staff comes from the staff assignment data reported on the annual fall report. It counts the number of individuals, not the FTE count.

Average annual retirement data comes from the *Montana Teachers Retirement System Service Retirement Benefits Report*.

Indicator 8



Student Involvement in Learning

The National Assessment of Educational Progress (NAEP) data comes from publications of the National Center for Education Statistics: the *NAEP 1998 Reading Cross-State Compendium for the Grade 4 and Grade 8 Assessment*, the *NAEP 1996 Mathematics Cross-State Compendium for the Grade 4 and Grade 8 Assessment*, and the *NAEP 1996 Science Cross-State Compendium for the Grade 8 Assessment* prepared by the Educational Testing Service (ETS) and published by the National Center for Education Statistics (NCES). The documents are available

Data Notes and Sources

documents are available through the National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641, by calling 1-800-424-1616, or on the NCES Website at <http://nces.ed.gov/naep>.

Percent of students present is calculated from present and absent data provided to OPI with the 1996-97 and 1998-99 enrollment reports. Overall rates were calculated by averaging the data from the October and February reporting dates.

Indicator 9



School Facilities

The **accreditation standards on school facilities** are found in the Board of Public Education administrative rules, 10.55.2001, ARM.

Architectural plans for school construction or alteration must be approved by the state fire prevention and investigation program of the Department of Justice in accordance with 50-61-112, MCA. The plans must also be approved for compliance with applicable building codes in accordance with 20-6-622, MCA. Schools must be inspected annually by a fire inspector in accordance with 50-61-114, MCA.

Indicator 10



Background Characteristics of Students

Racial/ethnic characteristics and gender information is found in the annual reports published by OPI, *Montana Public School Enrollment Data*.

Mobility and rural/urban information comes from the *National Assessment of Educational Progress (NAEP) Montana State Reports for 1996* Science, 1996 Math, 1998 Reading, and 1998 Writing.

English language speakers data comes from the “1990 Census of Population and Housing, U.S. Census, Profile 8 – Population: Language Spoken at Home.”

Juvenile justice information comes from the *Kids Count Data Book 2000*, The Annie E. Casey Foundation, Baltimore, MD.

Students served in special programs comes from dividing the number of students served by each program by the enrollment figures. The number of students served is reported annually to OPI. The requirements for participation and program purposes for federally funded programs are defined in the legislation for each program.

Glossary

Montana Education Profile Glossary

Accreditation Standards – Standards of accreditation for all schools are adopted by the Board of Public Education upon recommendation of the superintendent of public instruction. The standards of accreditation are the conditions under which each elementary school, middle school, junior high school, and high school operates. School accreditation covers general provisions, school leadership, educational opportunity, academic requirements, program area standards, content standards, and performance standards.

Administrative Rules of Montana (ARM) – An agency regulation, standard, or statement of general applicability that implements, interprets, or prescribes law or policy (2-4-102, MCA.) Rules have the force of law based on expressly delegated legislative authority in accordance with the Montana Administrative Procedures Act.

Adult Basic Education (ABE) – The basic education of persons 16 years of age or older in need of acquiring basic skills, such as reading, writing, mathematics, English as a second language, and other skills necessary to function in society. Persons 16 years of age or older in ABE are not considered regularly enrolled students.

Assessment – The process of gathering information about student learning and using the information to provide effective instruction and plan effective programs.

Average Number Belonging (ANB) – A student count for each school district used for school funding purposes. The ANB count is derived from school enrollment counts conducted in October and February. Pre-kindergarten students are not included in the ANB calculation, and kindergarten and part-time students are included in the calculation as one-half.

Board of Public Education – A constitutionally established board with the power to exercise general supervision over the public school system. The board consists of seven members appointed by the governor, and confirmed by the senate, to overlapping seven-year terms. The governor, commissioner of higher education, and the state superintendent of public instruction are ex-officio, nonvoting members of the board of public education.

Certified/Licensed Staff – An individual who is authorized by the state to serve as a teacher, specialist, and/or administrator. Certification equates to a license to practice within Montana's K-12 schools. Certification is accompanied by "endorsements," which identify preparation to teach specific content areas or perform in specific roles, based upon criteria established by the Board of Public Education.

Content Standards – These standards indicate what students should know, understand, and be able to do in specific content areas. Montana's content areas are: Communication Arts, Health Enhancement, Social Studies, Fine Arts, Vocational and Practical Arts, Science, Mathematics, Library Media, Technology, and World Languages.

Core Curriculum – A course of study identified by the American College Testing Service to prepare a high school student for college. The study areas include English/Language Arts, Social Studies, Mathematics, and Science.

Curriculum – The education program or course of study offered in a specific school. The content and organization of each subject area are developed locally.

Dropout – An individual who:

- was enrolled in school at some time during the previous school year;
- was not enrolled at the beginning of the current school year (by the October enrollment count);
- has not graduated from high school or completed a state- or district-approved education program; and
- has not transferred to another school, been temporarily absent due to suspension or school-approved illness, or died.

Expenditure Function – A classification that identifies the purpose of expenditure – for example, instruction, student support services, administration, or debt service.

Expenditure Object – A classification that identifies the nature of the item purchased or service obtained – for example, salary and benefits, or instructional supplies.

Expenditure Program – A group of services designed to accomplish a set of objectives – for example, regular education, special education, or vocational education.

Full-Time Equivalency (FTE) – The ratio between the hours of work required in a position and the hours of work normally required in full-time position in the same setting.

Functional Capacity – The optimum enrollment or range of enrollment for which a school building is designed to function efficiently.

Generally Accepted Accounting Principles (GAAP) – Uniform minimum standards of and guidelines for financial accounting and reporting. These principles govern the form and content of the basic financial statements of a school district. GAAP encompass the conventions, rules, and procedures necessary to define accepted accounting practice at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures.

Graduate – An individual who has received formal recognition from school authorities, by granting of a diploma, for completing a prescribed course of studies in a secondary-level school. This does not include other completers, high school equivalency recipients, or other diploma recipients.

General Education Development (GED) – A high school equivalency certificate granted to an individual who has not completed a formal high school education, but has achieved satisfactory scores on a comprehensive test that appraises educational development.

Individual Education Program (IEP) – A written instructional plan, specifically identifying special education goals, objectives, accommodations, modifications, and timelines, as well as assurances of procedural safeguards for parents, for students with disabilities designated as special education students under the Individuals with Disabilities Education Act (IDEA-Part B).

Individuals with Disabilities Education Act (IDEA) – The Individuals with Disability Education Act establishes a federal grant program (20 U.S.C. 1400) that assists states in providing:

- a free appropriate public education to children, three years of age or older, who are identified with one of the 13 disability categories defined in the Act.
- early intervention services to infants and toddlers with disabilities, birth to three years of age, and their families.

K-12 District – A public school district where the territory within the boundaries of the elementary district is the same as the territory of the high school district. Because the district shares a common group of taxpayers for the elementary and high school programs, the school board can adopt one budget for the entire K-12 system.

Limited English Proficiency (LEP) – The term “limited English proficiency” and “limited English proficient” refers to individuals who:

- were not born in the U.S. or whose native language is other than English;
- come from environments where a language other than English is dominant;
- are American Indian and Alaskan Natives and who come from environment where a language other than English has had a significant impact on their level of English language proficiency; and
- by reason thereof, have sufficient difficulty speaking, reading, writing or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Migrant Education Program – This is a federal program created to help the children of migratory workers overcome education disruption and disadvantages through the regular school program and through special summer programs.

Montana Code Annotated (MCA) – The statutory code of the State of Montana.

National Assessment of Educational Progress (NAEP) – The National Assessment of Educational Progress (NAEP) is a congressionally-mandated project that has collected data for the past 28 years about what American school children know and can do in a variety of key subject areas.

Nonoperating District – A school district that does not operate a school during the school fiscal year. Districts may be in this status for a total of three school years before they must reopen a school or be abandoned and their territory attached to another school district.

Office of Public Instruction (OPI) – The state education agency for the Montana K-12 school system. The agency certifies teachers and administrators to practice in Montana, distributes funding to the public schools of the state, and recommends accreditation status for public and private schools to the state Board of Public Education.

Proficiency Levels – Four categories of achievement that group students based on student test results:

- *Novice*: Students beginning to attain the prerequisite knowledge and skills fundamental for that subject matter. The statewide assessment report includes the percentage of students performing at stanine 1 through 3 levels.
- *Nearing Proficiency*: Students with partial mastery of the prerequisite knowledge and skills fundamental for that subject matter. The statewide assessment report includes the percentage of students performing at the stanine 4 level.
- *Proficient*: Students demonstrating competency over the subject matter, including subject matter knowledge, the application of such knowledge to real world situations, and the analytical skills appropriate to the subject matter. The statewide assessment report includes the percentage of students performing at stanine 5 through 7 levels.
- *Advanced*: Students achieving a superior mastery of the subject matter, including the percentage of students performing at stanine 8 and 9 levels.

Performance Standards – These standards describe the students' knowledge, skills, and abilities in each subject area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels – advanced, proficient, nearing proficiency, and novice. Performance standards help to answer the question, "How good is good enough?"

Pupil Instruction Related (PIR) Days – Days of teacher activities, approved by the Office of Public Instruction, which are devoted to improving the quality of instruction. PIR days may not exceed 7 days for the calculation of Average Number Belonging (ANB).

School Climate – The overall environment of a school that affects student satisfaction and achievement.

School – An institution which provides education services and has one or more grade groups pre-kindergarten – 12, has one or more teachers to give instruction, is located in one or more buildings, and is operated by a school district.

School District – An agency administratively responsible for providing elementary and/or secondary instruction or educational support services.

School System – A structure that provides coordinated, educational, and administrative services to one or more school districts, involving shared staff and joint boards of trustees. The districts within the school system operate with separate budget authority.

Special Education Program – A program to ensure that all children, beginning at age three, have available a free, appropriate, public education, which provides special education and related services designed to meet the individual's unique educational needs in accordance with an Individual Education Program (IEP).

Suspension and Expulsion Incident – An incident that involves an act of prohibited behavior in which a violation of a law, regulation, or district policy occurs. For reporting purposes, incidents of prohibited behavior are those instances in which students are removed from school for more than 10 consecutive days (long-term suspensions or expulsions). An incident of prohibited behavior is the single most serious act that occurs in an overall incident. An incident may involve one or more victims and one or more offenders.

Third International Mathematics and Science Study (TIMSS) – A rigorous research effort that examined student performance in 41 nations at three grade levels (grades 4, 8, and 12). TIMSS:

- shows how well U.S. students perform compared with their international peers.
- analyzes curriculum and teaching practices in various countries to explain why our students perform as they do.

Title I Program – This program, which is part of the Elementary and Secondary Education Act, provides financial assistance to meet the needs of students who are at risk of failing to meet challenging academic standards.

Ungraded – Classes or programs to which students are assigned without standard grade designation – for example, Montessori, special education, and ungraded 1-3. For the enrollment count, a student is reported by grade level if the student can be identified with a specific grade level.

Youth Risk Behavior Survey (YRBS) – A survey of students in grades 7-12 which anonymously and confidentially asks students about their behaviors in areas identified by the Centers for Disease Control and Prevention (CDC) as putting them at most risk for health and social problems during adolescence and adulthood. It has been administered every other year since 1991, with over 50,000 Montana students participating.

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Appendix A

What Montanans Want to Know

Town meetings were conducted across the state to gather input about what information Montanans thought would help them gauge the quality of their schools. Their questions were compiled by OPI and those of highest interest are included in the Montana Statewide Education Profile. The questions under each indicator are listed by order of interest.

Indicator 1. Programs Offerings and Courses

- Are students offered courses that meet their needs?
- Are the school programs and days structured to meet student and staff needs?
- Are materials available and appropriate teaching methods used?

Indicator 2. Environment for Learning

- What are the local attitudes toward schools?
- How involved is the community with the schools, and vice-versa?
- What are some community factors that impact the student environment?

Indicator 3. Student Achievement

- Are there clear standards and expectations for what students should know and be able to do?
- How do student test scores compare with other Montana districts, states, and countries?
- In what ways is student achievement recognized?

Indicator 4. School Success

- How many students complete high school?
- What is the school's accreditation status?
- What do graduates do after they complete high school?

Indicator 5. Student Services and Activities

- What counseling and career guidance is available?
- Are intramural and extracurricular student activities available?

Indicator 6. School Finance

- How much does it cost to educate a student?
- How is the money spent?
- What are the district's revenue sources?
- Is the local budget well-managed?

Indicator 7. School Staffing and Teacher Characteristics

- How many students are in each classroom?
- What is the quality of the education staff—experience, skills, turnover?
- What opportunities are available for staff development?

Indicator 8. Student Involvement in Learning

- Are the students engaged with learning?
- What are the policies relative to attendance?

Indicator 9. School Facilities

- Are the facilities appropriate for students' needs and safety?
- Does the student body fit in the building space?

Indicator 10. Background Characteristics of Students

- What is the makeup of the student body?
- What portions of students are served by special programs?



Appendix B

Questions to Ask Local Schools

These Questions are located at the end of the chapter for each Indicator.

Indicator 1. Programs Offerings and Courses

- What process is used to review, evaluate, and revise program and course offerings to match the identified needs of the students and community?
- What opportunities are given to teachers and students to understand and use technology? Learn second languages? Explore personal interests? Achieve high academic standards? Utilize references and external resources through the library, technology, and the Internet?
- How has the school schedule been adjusted to meet identified local needs?
- Are materials up to date: textbooks, library materials, technology, laboratory facilities? If not, what would it take to update them?

Indicator 2. Environment for Learning

- Has a survey of the local school climate been done? What were the results?
- How does the climate of the school affect students' ability to learn?
- How do the discipline policies of the school district affect school safety?
- What community resources could help support a positive learning environment?
- Are local board policies easy for the public to access and review?
- What type of library access (school or community) do students have during non-school hours?

Indicator 3. Student Achievement

- Does the school have clear expectations for what students should know and be able to do at each grade level?
- How is the school using student achievement results to provide programs that meet student needs and improve teaching and learning?
- What can the community do to assist with academic challenges and recognition for local students?

Indicator 4. School Success

- What does the school have to celebrate?
- How many 9th through 12th grade students graduate from high school?
- Are there different rates of graduation based on gender, ethnic origin, or economic status?
- Does the district have an aggressive program to lower dropout and truancy rates?
- Are the schools fully accredited? If any schools are not meeting accreditation standards, what strategies are in place to meet those standards within a reasonable time period?
- What information is available on what happens to students once they graduate from high school?

Indicator 5. Student Services and Activities

- Does the school have adequate resources to meet the counseling needs of the students?
- How much emphasis is placed on career guidance?
- Are the available student activities varied enough to encourage all types of students to participate?
- What activities are available to students within the school district?
- Are there opportunities for the community to provide resources to broaden the scope of student activities?

Indicator 6. School Finance

- How are the financial resources allocated between schools and programs in the district? Does the allocation reflect district priorities?
- What are the links between how financial resources are used and improved teaching and learning?
- What factors have affected the allocations of funding over time – declining enrollment, school construction, staff turnover, experience level of staff?
- How does the district communicate school finance information to the public?

Indicator 7. School Staffing and Teacher Characteristics

- What are the benefits of smaller class sizes? What kinds of tradeoffs take place in a district in order to provide those benefits?
- What are the local procedures for teacher and administrator evaluations?
- What portion of the teaching staff leaves the district each year?
- Does that turnover maintain a balance between new and experienced teachers?
- What professional development opportunities are available for the school staff? Are those opportunities targeted to the needs of the students and the staff?

Indicator 8. Student Involvement in Learning

- How could parents and the community encourage students to be actively engaged with learning?
- What clubs, activities, or courses have been created to extend student academic interests beyond the classroom?
- What are the local board policies on student attendance, and how do those policies affect a student's education?
- What are the local attendance and absence rates?

Indicator 9. School Facilities

- What tests, assessments, and inspections have been completed on the school facilities?
- What safety issues were identified, and what changes have been made?
- How does the facility design and utilization reflect the educational goals of the district?
- How does the district gather and use public input on the design and utilization of school facilities?

Indicator 10. Background Characteristics of Students

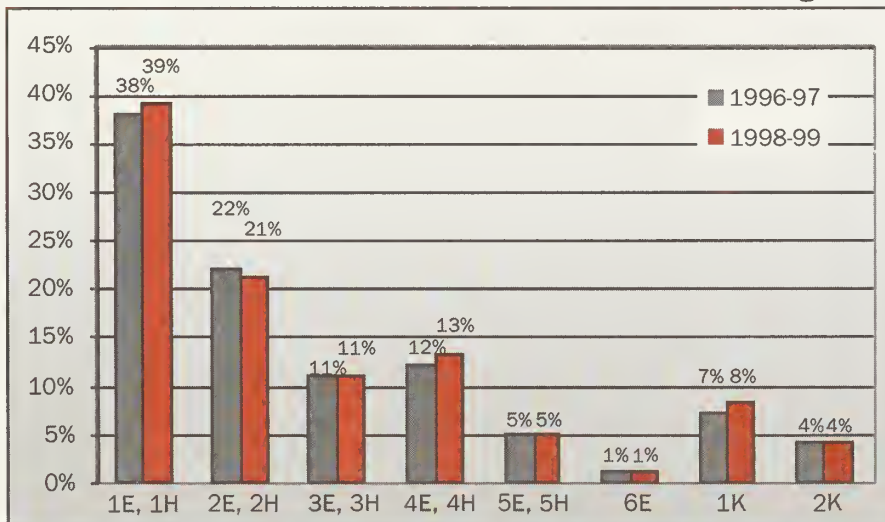
- What are the background characteristics and special needs of the students in this district?
- How many students are eligible for and served by programs for special needs students?
- What does the school do to identify and serve student needs?

Appendix C

School District Enrollment Size Categories

Size Cat.	Category Definitions	Total Enrollment in Elementary		Size Cat.	Category Definitions	Total Enrollment in High School		Total Enrollment Combined	
		1996-97	1998-99			1996-97	1998-99	1996-97	1998-99
1E	Elementary greater than 2,500 students	40,815	39,545	1H	High school greater than 1,250 students	21,732	21,986	62,547	61,531
2E	Elementary 851 to 2,500 students	25,304	23,263	2H	High school 401 to 1,250 students	10,093	10,045	35,397	33,308
3E	Elementary 401 to 850 students	12,927	12,377	3H	High school 201 to 400 students	5,631	5,145	18,558	17,522
4E	Elementary 151 to 400 students	15,414	14,852	4H	High school 76 to 200 students	5,059	5,129	20,473	19,981
5E	Elementary 41 to 150 students	6,372	5,789	5H	High school 75 students or less	1,582	1,422	7,954	7,211
6E	Elementary 40 or fewer students	1,602	1,461					1,602	1,461
1K	K-12 400 students or more			1K	K-12 400 students or more			11,819	12,444
2K	K-12 fewer than 400 students			2K	K-12 fewer than 400 students			6,114	6,355
					Total Students			164,464	159,813

Percent of Total Enrollment for School District Size Categories



Size Category	Total Districts		Percent Total Students		Size Category	Total Districts		Percent Total Students	
	1996-97	1998-99	1996-97	1998-99		1996-97	1998-99	1996-97	1998-99
1E, 1H	14	14	38%	39%	5E, 5H	106	100	5%	5%
2E, 2H	37	36	22%	21%	6E	115	111	1%	1%
3E, 3H	44	41	11%	11%	1K	12	14	7%	8%
4E, 4H	102	102	12%	13%	2K	34	38	4%	4%

Appendix D

Montana School District History and Enrollment

County	Code	District Name	ENROLLMENT												CHANGE	
			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-001	00-01	90 to 01		
Beaverhead	6E	Grant Elem	26	28	29	24	38	30	27	21	20	21	19	(7)		
Beaverhead	2E	Dillon Elem	1,029	1,063	1,002	1,028	1,013	987	952	891	853	825	823	(206)		
Beaverhead	2H	Beaverhead County H S	415	421	461	472	497	534	519	569	540	516	480	65		
Beaverhead	6E	Wise River Elem	30	18	26	21	22	25	28	29	32	24	23	(7)		
Beaverhead	-	Lima Elem	76	79	83	inactive										
Beaverhead	2K	Lima K-12 Schools	37	33	36	135	132	134	114	109	112	113	101	27		
Beaverhead	6E	Wisdom Elem	50	44	49	38	44	42	27	31	34	23	20	(30)		
Beaverhead	6E	Polaris Elem	11	14	13	14	15	11	11	8	7	4	2	(9)		
Beaverhead	6E	Jackson Elem	28	24	17	22	23	21	29	26	19	19	27	(1)		
Beaverhead	6E	Reiche Elem	25	18	15	20	18	26	21	15	19	24	24	(1)		
Big Horn	6E	Spring Creek Elem	10	9	4	6	10	7	11	15	12	9	9	(1)		
Big Horn	5E	Pryor Elem	58	31	35	41	45	54	47	44	42	37	45	(13)		
Big Horn	6E	Community Elem	34	22	20	15	14	13	16	21	14	11	13	(21)		
Big Horn	2E	Hardin Elem	1,143	1,184	1,263	1,316	1,304	1,380	1,390	1,312	1,311	1,250	1,266	123		
Big Horn	-	Big Bend Elem	4	11	0	annexed										
Big Horn	4E	Lodge Grass Elem	393	417	438	410	439	449	429	400	379	367	379	(14)		
Big Horn	5E	Wyola Elem	60	51	41	52	47	48	57	63	48	55	58	(2)		
Big Horn	2H	Hardin H S	370	381	396	408	414	435	437	403	417	449	428	58		
Big Horn	4H	Lodge Grass H S	156	157	183	189	176	196	191	213	198	188	181	25		
Big Horn	5H	Plenty Coups H S	41	47	60	78	71	51	60	70	75	74	81	40		
Blaine	4E	Chinook Elem	316	349	326	343	323	313	301	279	264	254	256	(60)		
Blaine	3H	Chinook H S	191	200	201	201	188	196	212	201	211	198	189	(2)		
Blaine	3E	Harlem Elem	418	443	459	482	493	495	463	449	465	453	418	0		
Blaine	4H	Harlem H S	140	136	138	153	144	164	155	154	160	162	161	21		
Blaine	6E	Cleveland Elem	10	14	10	6	5	6	4	4	8	6	8	(2)		
Blaine	5E	Zurich Elem	70	67	69	71	79	73	69	56	55	53	49	(21)		
Blaine	6E	Lloyd Elem	4	3	2	3	4	5	13	13	4	3	1	(3)		
Blaine	-	Cow Island Trail Elem	0	0	0	abandoned, annexed										
Blaine	5E	Turner Elem	68	69	64	57	52	55	65	78	76	77	67	(1)		
Blaine	5H	Turner H S	30	31	34	34	39	46	42	33	34	25	32	2		
Blaine	-	Hays-Lodge Pole Elem	156	146	156	inactive										
Blaine	6E	Bear Paw Elem	15	18	15	9	15	11	11	9	6	2	6	(9)		
Blaine	2K	Hays-Lodge Pole K-12 Schools	61	78	87	274	289	263	278	277	285	278	276	59		
Blaine	6E	N Harlem Colony Elem	9	9	9	11	10	10	10	10	8	9	8	(1)		

Appendix D

County	Code	District Name	ENROLLMENT										CHANGE	
			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01
Broadwater	-	Townsend Elem	522	529	535	inactive								
Broadwater	-	Toston Elem	0	0	abandoned, annexed									
Broadwater	1K	Townsend K-12 Schools	183	199	217	764	791	809	817	791	797	767	762	57
Carbon	4E	Red Lodge Elem	385	411	422	410	386	357	326	317	322	345	332	(53)
Carbon	3H	Red Lodge H S	153	178	174	190	213	213	214	203	203	199	191	38
Carbon	-	Bridger Elem	170	168	160	inactive								
Carbon	2K	Bridger K-12 Schools	69	79	79	231	212	218	236	240	241	228	221	(18)
Carbon	4E	Joliet Elem	212	214	223	232	211	210	188	194	205	221	240	28
Carbon	4H	Joliet H S	115	133	128	130	132	130	122	113	114	105	103	(12)
Carbon	6E	Jackson Elem	18	14	13	11	10	9	13	7	11	0	0	(18)
Carbon	6E	Luther Elem	26	19	23	23	18	23	30	38	42	40	33	7
Carbon	-	Roberts Elem	83	78	86	inactive								
Carbon	2K	Roberts K-12 Schools	41	38	46	139	160	155	179	163	155	146	154	30
Carbon	6E	Boyd Elem	10	10	10	15	11	19	14	15	17	15	19	9
Carbon	5E	Fromberg Elem	104	108	119	130	143	149	153	128	130	133	110	6
Carbon	4H	Fromberg H S	53	52	61	58	60	58	61	69	82	84	90	37
Carbon	6E	Edgar Elem	21	17	16	19	19	18	22	21	22	24	17	(4)
Carbon	-	Belfry Elem	83	104	85	inactive								
Carbon	2K	Belfry K-12 Schools	52	41	40	123	117	129	133	131	127	117	122	(13)
Carter	6E	Hawks Home Elem	22	23	21	26	15	17	11	9	8	7	14	(8)
Carter	6E	Johnston Elem	4	5	4	3	5	3	7	6	5	2	2	(2)
Carter	6E	Albion Elem	7	11	7	8	6	9	9	6	7	4	4	(3)
Carter	6E	Pine Hill-Plainview Elem	18	20	11	14	13	11	10	8	8	7	5	(13)
Carter	5E	Ekalaka Elem	87	87	100	111	110	119	122	127	117	109	108	21
Carter	6E	Ridge Elem	3	3	3	2	3	3	2	3	4	1	3	0
Carter	6E	Alzada Elem	16	16	16	13	12	10	11	13	8	7	10	(6)
Carter	5H	Carter County H S	48	49	47	51	50	56	58	65	62	65	67	19
Cascade	1E	Great Falls Elem	9,200	9,368	9,341	9,448	9,457	9,337	8,824	8,676	8,565	8,351	8,089	(1,111)
Cascade	1H	Great Falls H S	3,376	3,500	3,593	3,698	3,736	3,829	3,918	3,863	3,908	3,887	3,800	424
Cascade	4E	Cascade Elem	208	222	250	269	277	269	258	276	247	264	283	75
Cascade	4H	Cascade H S	127	119	133	149	146	167	172	186	190	184	186	59
Cascade	4E	Centerville Elem	244	242	248	250	250	233	230	226	232	213	222	(22)
Cascade	4H	Centerville H S	94	93	111	102	97	107	102	108	100	98	90	(4)
Cascade	4E	Belt Elem	239	224	236	244	233	276	256	267	252	254	230	(9)

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County	Code	District Name	ENROLLMENT												CHANGE	
			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01		
Cascade	4H	Belt H S	84	91	98	110	131	124	142	129	129	124	106	22		
Cascade	4H	Simms H S	141	150	161	177	167	180	170	167	186	180	180	39		
Cascade	4E	Vaughn Elem	182	183	178	173	171	174	159	145	160	161	139	(43)		
Cascade	5E	Ulm Elem	98	95	130	132	139	134	139	131	115	131	122	24		
Cascade	6E	Deep Creek Elem	7	1	2	6	6	5	10	9	10	9	5	(2)		
Cascade	4E	Sun River Valley Elem	284	273	265	263	256	261	270	284	288	267	267	(17)		
Chouteau	4E	Fort Benton Elem	361	370	355	365	365	334	310	287	286	264	252	(109)		
Chouteau	4H	Fort Benton H S	160	170	178	166	161	176	187	178	186	184	155	(5)		
Chouteau	6E	Loma Elem	9	10	6	9	8	9	11	6	4	5	5	(4)		
Chouteau	4E	Big Sandy Elem	187	184	181	178	180	182	190	161	158	137	130	(57)		
Chouteau	4H	Big Sandy H S	92	85	97	95	89	89	84	91	76	81	82	(10)		
Chouteau	6E	Warrick Elem	4	5	6	7	5	4	4	5	4	4	1	(3)		
Chouteau	5E	Highwood Elem	94	94	91	89	85	102	103	99	104	90	90	(4)		
Chouteau	5H	Highwood H S	45	43	50	38	42	36	39	47	45	44	41	(4)		
Chouteau	5E	Geraldine Elem	117	119	113	110	121	115	108	107	93	94	88	(29)		
Chouteau	5H	Geraldine H S	38	44	45	38	48	58	58	62	64	55	51	13		
Chouteau	6E	Carter Elem	9	4	3	8	7	8	6	6	2	5	5	(4)		
Chouteau	6E	Knees Elem	12	7	4	7	7	8	10	4	5	3	2	(10)		
Chouteau	6E	Benton Lake Elem	7	0	0	4	10	7	9	10	8	6	6	(1)		
Custer	2E	Miles City Elem	1,338	1,382	1,412	1,436	1,396	1,320	1,312	1,250	1,236	1,233	1,185	(153)		
Custer	5E	Kircher Elem	46	42	48	38	39	46	57	58	52	41	44	(2)		
Custer	-	Garland Elem	4	4	0	0	0	abandoned, annexed								
Custer	6E	Trail Creek Elem	8	10	9	10	12	15	13	12	9	7	3	(5)		
Custer	6E	Spring Creek Elem	8	8	4	5	2	4	3	6	1	2	3	(5)		
Custer	6E	Cottonwood Elem	14	13	14	17	19	17	16	15	13	7	3	(11)		
Custer	-	Whitney Crk Elem	6	4	4	3	0	0	0	abandoned, annexed						
Custer	6E	Moon Creek Elem	10	12	6	9	13	11	10	5	3	3	3	(7)		
Custer	5E	Kinsey Elem	45	46	46	52	46	52	41	47	44	52	49	4		
Custer	6E	Twin Buttes Elem	4	3	4	4	4	5	5	5	5	4	3	(1)		
Custer	6E	S Y Elem	8	5	9	8	10	7	7	7	8	2	3	(5)		
Custer	6E	S H Elem	7	5	11	10	6	9	9	7	3	5	7	0		
Custer	2H	Custer County H S	625	630	673	688	724	748	735	726	719	685	647	22		
Daniels	-	Scobey Elem	244	236	239	inactive										
Daniels	2K	Scobey K-12 Schools	95	94	104	359	345	336	327	312	302	302	286	(53)		

Appendix D

County	Code	District Name	ENROLLMENT												CHANGE	
			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01		
Daniels	-	Peerless Elem	45	42	43	inactive										
Daniels	2K	Peerless K-12 Schools	25	30	30	65	64	60	49	55	50	42	35	(35)		
Daniels	-	Flaxville Elem	40	30	30	inactive										
Daniels	2K	Flaxville K-12 Schools	27	30	26	50	53	50	50	47	45	32	28	(39)		
Dawson	2E	Glendive Elem	1,208	1,237	1,181	1,149	1,139	1,150	1,084	1,038	978	934	883	(325)		
Dawson	2H	Dawson County H S	510	508	530	519	535	540	553	551	519	510	477	(33)		
Dawson	-	Upper Crackerbox Elem	4	4	0	0	0	abandoned, annexed								
Dawson	6E	Bloomfield Elem	29	24	29	33	29	24	21	16	14	13	8	(21)		
Dawson	6E	Lindsay Elem	21	11	8	8	10	11	11	16	8	8	9	(12)		
Dawson	5E	Richey Elem	79	65	57	50	54	53	54	56	54	55	57	(22)		
Dawson	5H	Richey H S	46	43	51	41	43	44	41	45	43	43	42	(4)		
Dawson	6E	Deer Creek Elem	21	22	26	20	14	9	11	15	10	13	15	(6)		
Deer Lodge	2E	Anaconda Elem	1,143	1,132	1,175	1,183	1,210	1,199	1,200	1,151	1,078	1,062	1,035	(108)		
Deer Lodge	2H	Anaconda H S	522	527	527	539	524	566	573	578	570	500	481	(41)		
Fallon	-	Baker Elem	445	427	413	415	408	410	412	inactive						
Fallon	1K	Baker K-12 Schools	165	152	163	186	183	202	220	595	573	515	474	(136)		
Fallon	-	Fertile Prairie Elem	11	8	6	4	0	0	0	abandoned, annexed						
Fallon	N	Plevna Elem	93	94	94	inactive										
Fallon	2K	Plevna K-12 Schools	42	38	38	138	142	140	136	125	127	118	112	(23)		
Fergus	2E	Lewistown Elem	1,142	1,173	1,235	1,201	1,166	1,186	1,130	1,075	1,047	1,044	1,021	(121)		
Fergus	2H	Fergus H S	423	445	457	511	490	536	548	551	546	530	527	104		
Fergus	-	Maiden Elem	4	9	7	11	5	0	0	0	abandoned, annexed					
Fergus	-	Brooks Elem	12	0	0	0	abandoned, annexed									
Fergus	6E	Deerfield Elem	16	13	16	14	11	8	6	3	2	2	3	(13)		
Fergus	-	Coltonwood Elem	5	6	5	4	4	0	0	0	abandoned, annexed					
Fergus	5E	Grass Range Elem	85	104	94	105	94	113	99	93	97	90	71	(14)		
Fergus	5H	Grass Range H S	30	35	39	45	45	48	53	50	58	62	55	25		
Fergus	6E	King Colony Elem	5	4	6	6	5	6	5	9	8	8	12	7		
Fergus	5E	Moore Elem	106	92	97	91	88	83	74	65	67	63	55	(51)		
Fergus	5H	Moore H S	59	53	45	39	42	46	47	42	42	43	30	(29)		
Fergus	-	Hilger Elem	0	abandoned, annexed												
Fergus	-	Roy Elem	47	54	44	inactive										
Fergus	2K	Roy K-12 Schools	14	15	13	60	68	79	80	80	85	74	77	16		
Fergus	5E	Denton Elem	127	124	147	110	113	118	120	127	113	111	102	(25)		

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County	Code	District Name	ENROLLMENT												CHANGE	
			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01		
Fergus	5H	Denton H S	48	54	63	62	63	63	59	53	56	47	54	6		
Fergus	6E	Spring Creek Colony Elem	3	4	5	4	5	9	9	10	10	12	12	9		
Fergus	-	Winifred Elem	107	118	114	inactive										
Fergus	2K	Winifred K-12 Schools	42	38	45	159	174	172	169	155	157	152	129	(20)		
Fergus	6E	Ayers Elem	10	8	8	15	16	16	16	16	13	15	14	4		
Flathead	5E	Deer Park Elem	103	92	93	99	99	116	122	105	114	119	121	18		
Flathead	4E	Fair-Mont-Egan Elem	140	143	169	156	158	154	160	162	162	164	154	14		
Flathead	4E	Swan River Elem	121	142	145	160	184	165	168	158	154	163	142	21		
Flathead	1E	Kalispell Elem	2,587	2,582	2,620	2,533	2,554	2,636	2,608	2,529	2,485	2,377	2,419	(168)		
Flathead	1H	Flathead H S	1,923	1,984	2,057	2,098	2,179	2,289	2,359	2,408	2,481	2,416	2,425	502		
Flathead	2E	Columbia Falls Elem	1,651	1,701	1,733	1,712	1,730	1,768	1,825	1,723	1,728	1,713	1,723	72		
Flathead	2H	Columbia Falls H S	692	720	750	805	829	879	928	945	922	919	880	188		
Flathead	5E	Creston Elem	59	84	89	96	96	88	92	87	71	85	86	27		
Flathead	4E	Cayuse Prairie Elem	225	215	242	246	238	220	239	227	212	193	204	(61)		
Flathead	4E	Helena Flats Elem	198	202	211	222	213	206	208	200	202	200	189	(9)		
Flathead	5E	Kila Elem	92	114	135	138	144	145	154	144	131	122	132	40		
Flathead	5E	Smith Valley Elem	138	143	163	171	173	159	153	150	155	161	148	10		
Flathead	6E	Pleasant Valley Elem	6	8	9	6	6	13	8	4	8	9	4	(2)		
Flathead	3E	Somers Elem	369	358	424	468	502	527	552	511	502	533	535	166		
Flathead	3E	Bigfork Elem	555	584	595	569	550	587	583	556	568	550	547	(8)		
Flathead	3H	Bigfork H S	279	306	350	335	354	373	379	404	388	381	367	88		
Flathead	2E	Whitefish Elem	1,216	1,232	1,294	1,360	1,384	1,432	1,407	1,378	1,345	1,284	1,284	68		
Flathead	2H	Whitefish H S	493	530	587	634	606	607	657	660	649	678	697	204		
Flathead	3E	Evergreen Elem	721	760	752	780	746	687	687	694	713	702	713	(8)		
Flathead	5E	Marion Elem	108	110	107	107	113	132	117	119	128	111	116	8		
Flathead	5E	Olney-Bissell Elem	95	101	107	114	113	132	98	104	91	94	74	(21)		
Flathead	-	Mountain Brook Elem	40	44	consolidated	Cayuse Prairie										
Flathead	4E	West Valley Elem	248	264	281	298	293	300	305	311	322	320	327	79		
Flathead	5E	West Glacier Elem	64	64	65	66	53	61	63	63	56	52	50	(14)		
Gallatin	-	Logan Elem	0	abandoned, annexed												
Gallatin	4E	Manhattan Elem	357	372	379	402	392	389	367	374	362	342	343	(14)		
Gallatin	3H	Manhattan H S	159	179	191	199	204	215	207	211	209	217	214	55		
Gallatin	1E	Bozeman Elem	3,237	3,300	3,459	3,458	3,471	3,410	3,391	3,386	3,313	3,307	3,294	57		
Gallatin	1H	Bozeman H S	1,282	1,323	1,375	1,449	1,611	1,628	1,648	1,719	1,794	1,828	1,889	607		

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County	Code	District Name	ENROLLMENT												COUNT	
			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01		
Gallatin	5E	Willow Creek Elem	27	32	47	45	42	49	52	63	65	51	40	13		
Gallatin	5H	Willow Creek H S	11	18	22	24	20	15	22	25	23	17	21	10		
Gallatin	6E	Springhill Elem	12	14	13	15	11	8	12	9	6	11	15	3		
Gallatin	6E	Cottonwood Elem	9	8	5	8	15	12	21	21	6	13	9	0		
Gallatin	4E	Three Forks Elem	263	265	289	295	325	351	374	379	365	405	431	168		
Gallatin	4H	Three Forks H S	113	120	102	113	123	132	124	138	151	151	171	58		
Gallatin	6E	Pass Creek Elem	17	12	9	6	9	11	12	15	15	13	14	(3)		
Gallatin	4E	Monforton Elem	205	220	211	225	232	220	220	200	204	191	187	(18)		
Gallatin	4E	Gallatin Gtwy Elem	136	137	160	168	158	156	155	149	165	172	157	21		
Gallatin	4E	Anderson Elem	140	160	177	171	162	174	173	163	165	166	179	39		
Gallatin	5E	La Motte Elem	56	46	54	39	36	42	49	53	51	57	59	3		
Gallatin	2E	Belgrade Elem	1,226	1,259	1,302	1,312	1,373	1,396	1,451	1,488	1,455	1,480	1,607	381		
Gallatin	2H	Belgrade H S	401	428	469	496	531	566	613	661	703	693	708	307		
Gallatin	6E	Malmberg Elem	8	6	8	9	17	12	16	10	11	7	0	(8)		
Gallatin	-	W Yellowstone Elem	155	148	164	inactive										
Gallatin	2K	W Yellowstone K-12 Schools	67	70	74	240	253	299	292	260	267	275	243	21		
Gallatin	5E	Ophir Elem	55	54	63	83	91	96	97	81	88	89	93	38		
Gallatin	5E	Amsterdam Elem	53	46	54	65	80	79	85	83	90	77	73	20		
Garfield	5E	Jordan Elem	155	130	151	132	113	119	112	110	97	81	88	(67)		
Garfield	4H	Garfield County H S	90	90	108	113	106	98	94	92	97	82	76	(14)		
Garfield	6E	Big Dry Creek Elem	5	6	4	2	2	3	4	2	3	4	6	1		
Garfield	6E	Van Norman Elem	10	9	19	20	19	14	9	8	10	10	8	(2)		
Garfield	-	Sutherland-Coulee Elem	9	4	0	0	0	abandoned, annexed								
Garfield	6E	Pine Grove Elem	9	12	7	9	9	5	5	7	7	7	4	(5)		
Garfield	6E	Kester Elem	5	5	4	3	2	2	1	3	2	4	2	(3)		
Garfield	6E	Cohagen Elem	26	21	24	25	22	18	16	14	17	14	12	(14)		
Garfield	6E	Benzien Elem	8	8	5	7	4	4	3	3	2	2	3	(5)		
Garfield	-	Blackfoot Elem	6	6	4	0	0	annexed								
Garfield	6E	Sand Springs Elem	3	8	4	3	10	11	10	10	9	8	5	2		
Garfield	6E	Ross Elem	4	4	1	2	3	2	3	3	2	3	4	0		
Garfield	-	Cat Creek Elem	0	0	0	abandoned, annexed										
Garfield	-	Flat Creek Elem	3	2	0	0	0	abandoned, annexed								
Glacier	2E	Browning Elem	1,480	1,498	1,535	1,595	1,637	1,625	1,553	1,610	1,526	1,492	1,420	(60)		
Glacier	2H	Browning H S	345	363	419	461	464	484	490	516	506	501	510	165		

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			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01		
Glacier	3E	Cut Bank Elem	759	737	736	754	759	820	793	730	748	728	692	(67)		
Glacier	3H	Cut Bank H S	259	267	290	284	300	305	293	310	302	293	305	46		
Glacier	5E	East Glacier Park Elem	63	63	74	71	79	88	89	90	86	76	58	(5)		
Glacier	6E	Mountain View Elem	24	23	23	19	17	17	16	16	19	19	21	(3)		
Golden Valley	-	Ryegate Elem	58	53	61	68	inactive									
Golden Valley	2K	Ryegate K-12 Schools	27	21	26	22	90	106	92	95	99	98	97	70		
Golden Valley	-	Lavina Elem	53	47	79	75	inactive									
Golden Valley	2K	Lavina K-12 Schools	22	24	24	29	125	126	129	115	127	112	108	86		
Granite	-	Philpsburg Elem	210	202	210	193	inactive									
Granite	2K	Philpsburg K-12 Schools	82	75	70	87	284	278	310	281	256	251	226	144		
Granite	6E	Hall Elem	29	26	17	27	33	32	33	42	28	22	20	(9)		
Granite	5E	Drummond Elem	133	137	139	133	133	130	145	145	144	158	138	5		
Granite	4H	Drummond H S	89	89	100	98	98	92	97	81	83	91	82	(7)		
Hill	6E	Davey Elem	6	5	14	15	15	15	15	13	12	17	10	4		
Hill	4E	Box Elder Elem	129	143	165	192	245	274	250	250	243	233	211	82		
Hill	4H	Box Elder H S	49	51	60	55	56	52	75	92	98	95	89	40		
Hill	2E	Havre Elem	1,891	1,909	1,841	1,760	1,693	1,668	1,636	1,510	1,468	1,425	1,388	(503)		
Hill	2H	Havre H S	765	780	774	802	810	830	831	796	780	761	733	(32)		
Hill	6E	Cottonwood Elem	43	39	33	25	25	24	14	18	15	10	13	(30)		
Hill	3E	Rocky Boy Elem	341	364	396	397	385	390	397	414	438	447	441	100		
Hill	5E	K-G Elem	85	84	95	107	114	105	98	99	87	77	49	(36)		
Hill	5H	K-G High School	26	32	33	41	39	52	51	57	58	51	59	33		
Hill	6E	Gildford Colony Elem	12	11	9	7	6	6	7	8	7	10	9	(3)		
Hill	-	Blue Sky Elem	137	151	145	152	inactive									
Hill	2K	Blue Sky K-12 Schools	33	28	36	47	205	204	190	171	168	154	137	(33)		
Hill	4H	Rocky Boy H S	new	82	88	98	100	105	103	96	104	110	115	NA		
Jefferson	4E	Clancy Elem	360	380	395	384	374	377	361	347	341	345	333	(27)		
Jefferson	3E	Whitehall Elem	384	380	397	419	397	442	456	450	438	419	383	(1)		
Jefferson	3H	Whitehall H S	168	174	165	167	180	185	218	218	206	215	213	45		
Jefferson	6E	Basin Elem	10	13	18	25	32	21	32	32	29	23	25	15		
Jefferson	4E	Boulder Elem	246	240	245	263	276	264	260	268	272	269	228	(18)		
Jefferson	3H	Jefferson H S	229	228	244	271	289	322	341	351	332	292	302	73		
Jefferson	5E	Cardwell Elem	53	53	51	48	49	37	44	44	45	47	41	(12)		
Jefferson	4E	Montana City Elem	178	224	246	270	292	307	319	312	332	313	312	134		

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			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01		
Judith Basin	-	Stanford Elem	141	146	122	inactive										
Judith Basin	2K	Stanford K-12 Schools	58	53	62	178	193	188	178	177	164	167	166	(33)		
Judith Basin	-	Hobson Elem	85	85	106	inactive										
Judith Basin	2K	Hobson K-12 Schools	46	46	43	168	162	162	174	166	164	157	159	28		
Judith Basin	6E	Raynesford Elem	27	18	14	10	8	5	8	7	10	14	14	(13)		
Judith Basin	5E	Geyser Elem	60	69	77	82	94	83	83	89	88	73	77	17		
Judith Basin	5H	Geyser H S	31	24	32	32	31	33	34	35	37	42	34	3		
Lake	4E	Arlee Elem	273	326	291	305	314	339	349	336	365	367	351	78		
Lake	4H	Arlee H S	140	135	132	124	133	118	134	111	99	129	134	(6)		
Lake	-	Elmo Elem	abandoned, annexed													
Lake	2E	Polson Elem	1,059	1,112	1,139	1,204	1,175	1,194	1,252	1,233	1,180	1,206	1,130	71		
Lake	2H	Polson H S	435	453	448	466	499	525	515	561	550	540	540	105		
Lake	-	St Ignatius Elem	436	441	410	inactive										
Lake	1K	St Ignatius K-12 Schools	152	158	176	627	655	617	634	608	597	595	571	(17)		
Lake	6E	Valley View Elem	22	18	23	21	27	26	27	23	20	18	21	(1)		
Lake	6E	Swan Lake-Salmon Elem	7	7	22	35	23	24	29	22	19	11	13	6		
Lake	2E	Ronan Elem	1,096	1,103	1,188	1,168	1,206	1,215	1,203	1,156	1,119	1,085	1,072	(24)		
Lake	2H	Ronan H S	376	378	405	386	409	412	447	431	443	446	422	46		
Lake	4E	Charlo Elem	196	202	202	238	227	230	242	231	226	212	231	35		
Lake	4H	Charlo H S	71	73	94	103	98	111	114	124	133	121	117	46		
Lake	6E	Upper West Shore Elem	27	19	25	20	21	20	17	17	21	21	11	(16)		
Lewis and Clark	1E	Helena Elem	5,230	5,373	5,499	5,608	5,589	5,505	5,410	5,160	5,080	4,924	5,103	(407)		
Lewis and Clark	1H	Helena H S	2,427	2,450	2,589	2,761	2,950	2,994	2,897	3,075	3,109	3,154	3,217	790		
Lewis and Clark	4E	Kessler Elem	280	309	309	300	303	301	284	306	247	275	consolidated			
Lewis and Clark	6E	Trinity Elem	14	10	8	22	23	25	22	10	13	10	10	(4)		
Lewis and Clark	2E	E Helena Elem	1,023	1,028	1,036	1,036	1,087	1,062	1,141	1,146	1,177	1,125	1,154	131		
Lewis and Clark	6E	Wolf Creek Elem	10	17	16	11	16	19	13	15	16	18	20	10		
Lewis and Clark	6E	Craig Elem	8	8	6	10	22	10	12	11	8	11	8	0		
Lewis and Clark	6E	Auchard Crk Elem	17	20	22	24	31	29	32	32	34	34	35	18		
Lewis and Clark	-	Lincoln Elem	142	160	170	159	inactive									
Lewis and Clark	5E	Augusta Elem	105	111	97	96	104	92	101	87	73	90	75	(30)		
Lewis and Clark	5H	Augusta H S	31	36	46	44	49	49	48	47	57	48	43	12		
Lewis and Clark	2K	Lincoln K-12 Schools	45	41	49	51	234	237	243	264	278	242	233	46		

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			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01
Liberty	6E	Whitlash Elem	10	9	8	12	13	14	12	13	10	9	4	(6)
Liberty	-	J-I Elem	119	104	109	107	96	inactive						
Liberty	2K	J-I K-12 Schools	43	37	45	43	52	140	133	130	105	92	86	(76)
Liberty	4E	Chester Elem	237	239	237	234	235	202	195	194	164	161	229	(8)
Liberty	4H	Chester H S	98	98	97	94	98	113	111	115	113	98	86	(12)
Liberty	5E	Liberty Elem School	11	12	57	68	70	75	75	79	84	78	12	1
Lincoln	4E	Troy Elem	486	452	475	459	409	408	427	395	369	356	337	(149)
Lincoln	3H	Troy H S	226	225	229	249	248	244	233	225	216	221	235	9
Lincoln	-	Libby Elem	1,530	1,537	1,549	inactive								
Lincoln	1K	Libby K-12 Schools	607	609	605	2,152	2,195	2,122	2,078	1,989	1,934	1,919	1,846	(291)
Lincoln	3E	Eureka Elem	562	525	549	560	537	542	548	496	515	511	482	(80)
Lincoln	3H	Lincoln County H S	278	291	295	326	302	339	326	336	341	324	331	53
Lincoln	5E	Fortine Elem	67	79	82	81	84	92	87	96	89	71	70	3
Lincoln	6E	McCormick Elem	23	18	20	16	16	13	9	9	7	14	5	(18)
Lincoln	6E	Sylvanite Elem	13	13	14	12	8	13	8	21	18	16	9	(4)
Lincoln	6E	Yaak Elem	19	11	25	27	27	22	17	11	11	13	16	(3)
Lincoln	5E	Trego Elem	75	72	91	99	85	81	79	74	69	57	59	(16)
Lincoln	-	Rexford Elem	abandoned, annexed											
Madison	6E	Alder Elem	31	29	25	27	33	39	41	31	27	25	29	(2)
Madison	4E	Sheridan Elem	190	191	202	220	226	208	208	177	184	167	152	(38)
Madison	4H	Sheridan H S	92	98	92	85	92	110	118	122	112	104	108	16
Madison	-	Twin Bridges Elem	156	159	149	inactive								
Madison	2K	Twin Bridges K-12 Schools	76	80	77	231	238	232	243	259	267	267	252	20
Madison	-	Harrison Elem	70	87	99	102	101	108	111	inactive				
Madison	2K	Harrison K-12 Schools	35	37	42	47	45	48	46	134	143	153	158	53
Madison	-	Ennis Elem	244	241	269	273	inactive							
Madison	1K	Ennis K-12 Schools	131	99	93	98	376	403	407	413	401	382	394	19
McCone	4E	Circle Elem	236	224	205	199	200	197	194	185	189	189	173	(63)
McCone	4H	Circle H S	134	127	124	136	124	126	122	102	98	99	91	(43)
McCone	-	Prairie Elk Elem	5	5	5	0	annexed							
McCone	-	Brockway Elem	0	0	abandoned, annexed									
McCone	6E	Southview Elem	9	6	8	9	9	10	9	9	7	5	6	(3)
McCone	6E	Vida Elem	18	14	18	17	16	17	21	20	20	22	21	3

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			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01			
Meagher	6E	Lennep Elem	10	12	13	12	9	7	11	7	6	7	7	(3)			
Meagher	4E	Wht Sulphur Springs Elem	190	188	191	206	218	214	188	189	173	172	217	27			
Meagher	4H	Wht Sulphur Springs H S	105	93	96	92	95	96	108	111	97	95	82	(23)			
Meagher	6E	Ringling Elem	4	6	5	7	8	6	7	4	6	5	3	(1)			
Mineral	-	Saltese Elem	0	0	abandoned, annexed												
Mineral	-	Alberton Elem	181	162	160	150	139	145	138	inactive							
Mineral	2K	Alberton K-12 Schools	61	59	69	78	87	84	83	205	207	224	204	(38)			
Mineral	-	Superior Elem	319	309	346	327	316	326	301	inactive							
Mineral	1K	Superior K-12 Schools	124	131	132	132	138	156	178	450	423	391	369	(74)			
Mineral	-	St Regis Elem	150	162	166	163	148	155	144	inactive							
Mineral	2K	St Regis K-12 Schools	59	58	69	66	73	69	83	211	198	191	193	(16)			
Missoula	1E	Missoula Elem	6,025	6,152	6,266	6,158	6,062	5,941	5,829	5,683	5,508	5,366	5,285	(740)			
Missoula	1H	Missoula H S	3,341	3,486	3,536	3,650	3,743	3,788	3,907	3,926	3,946	3,959	4,017	676			
Missoula	2E	Heligate Elem	915	989	1,042	1,125	1,151	1,168	1,226	1,221	1,187	1,209	1,232	317			
Missoula	3E	Lolo Elem	649	636	648	659	663	665	641	619	606	604	594	(55)			
Missoula	5E	Potomac Elem	106	110	111	110	116	127	120	119	116	101	105	(1)			
Missoula	4E	Bonner Elem	453	445	447	449	414	408	381	367	354	348	334	(119)			
Missoula	5E	Woodman Elem	63	70	69	70	60	61	55	65	53	52	53	(10)			
Missoula	5E	Desmet School	102	107	140	137	125	136	125	146	143	129	132	30			
Missoula	3E	Target Range Elem	498	529	528	542	510	509	493	465	466	451	473	(25)			
Missoula	6E	Sunset Elem	14	11	15	12	13	12	7	8	9	13	4	(10)			
Missoula	4E	Clinton Elem	226	252	261	257	252	264	259	254	227	217	215	(11)			
Missoula	5E	Swan Valley Elem	67	75	82	90	99	96	90	82	77	75	65	(2)			
Missoula	4E	Seeley Lake Elem	204	225	234	268	268	279	261	263	246	244	223	19			
Missoula	-	Frenchtown Elem	566	576	656	inactive											
Missoula	1K	Frenchtown K-12 Schools	240	247	278	986	1,035	1,054	1,049	1,066	1,094	1,141	1,171	365			
Musselshell	6E	Musselshell Elem	18	20	20	24	23	30	20	11	9	9	0	(18)			
Musselshell	3E	Roundup Elem	511	499	463	498	498	527	490	482	427	415	425	(86)			
Musselshell	3H	Roundup H S	202	190	221	236	236	254	241	248	248	249	239	37			
Musselshell	5E	Meistone Elem	57	60	66	80	77	67	63	71	67	55	59	2			
Musselshell	5H	Meistone H S	44	51	40	40	51	38	48	49	50	48	36	(8)			
Park	-	Richland Elem	18	9	14	0	0	0	abandoned, annexed								
Park	2E	Livingston Elem	1,063	1,113	1,124	1,221	1,234	1,161	1,156	1,134	1,086	1,084	1,032	(31)			
Park	2H	Park H S	467	481	518	543	567	554	567	595	575	582	564	97			

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			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01		
Park	4E	Gardiner Elem	173	177	202	224	213	198	196	195	189	183	172	(1)		
Park	6E	Cooke City Elem	19	10	10	11	15	16	7	11	13	11	10	(9)		
Park	6E	Pine Creek Elem	26	23	27	26	35	29	34	37	37	41	32	6		
Park	-	Clyde Park Elem	consolidated													
Park	-	Clyde Park H S	consolidated													
Park	-	Wilsall Elem	consolidated													
Park	-	Wilsall H S	consolidated													
Park	6E	Springdale Elem	7	12	10	11	6	7	11	8	10	10	12	5		
Park	4H	Gardiner H S	69	70	80	78	76	87	92	96	97	100	92	23		
Park	5E	Arrowhead Elem	50	54	54	50	75	85	90	99	117	107	101	51		
Park	4E	Shields Valley Elem	195	206	226	221	241	244	233	225	209	197	175	(20)		
Park	4H	Shields Valley H S	91	89	93	91	98	106	103	103	102	102	107	16		
Petroleum	-	Winnett Elem	69	70	65	inactive										
Petroleum	2K	Winnett K-12 Schools	38	38	29	98	118	117	114	101	98	96	82	(25)		
Phillips	5E	Dodson Elem	85	96	92	86	97	93	78	74	76	71	72	(13)		
Phillips	5H	Dodson H S	49	49	48	42	43	48	45	46	38	32	36	(13)		
Phillips	-	Second Crk Elem	6	7	6	5	0	0	0	abandoned, annexed						
Phillips	6E	Landusky Elem	8	9	10	3	6	4	1	2	4	4	6	(2)		
Phillips	-	Sun Prairie Elem	0	0	abandoned, annexed											
Phillips	5H	Saco H S	33	38	42	56	50	48	44	43	44	38	36	3		
Phillips	3E	Malta Elem	483	455	469	468	493	474	467	499	469	inactive				
Phillips	3H	Malta K-12 Schools	205	236	224	228	237	226	244	255	246	688	654	(34)		
Phillips	-	Whitewater Elem	45	57	55	57	58	inactive								
Phillips	2K	Whitewater K-12 Schools	33	33	36	36	38	103	105	110	101	96	94	16		
Phillips	5E	Saco Elem	93	88	97	84	82	88	81	65	72	67	70	(23)		
Pondera	4E	Heart Butte Elem	178	181	205	232	233	236	230	215	197	176	164	(14)		
Pondera	6E	Dupuyer Elem	31	30	27	29	22	23	22	18	14	14	10	(21)		
Pondera	3E	Conrad Elem	570	567	591	585	575	589	573	571	529	500	473	(97)		
Pondera	3H	Conrad H S	226	223	242	234	228	257	288	276	279	278	263	37		
Pondera	4E	Valier Elem	181	202	206	190	201	192	191	180	169	155	160	(21)		
Pondera	4H	Valier H S	69	74	76	84	92	91	100	97	90	94	87	18		
Pondera	-	Brady Elem	64	56	61	53	inactive									
Pondera	2K	Brady K-12 Schools	37	37	35	34	82	75	73	70	80	77	73	(28)		
Pondera	6E	Miami Elem	22	19	20	19	17	16	14	15	15	13	14	(8)		

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			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01		
Pondera	4H	Heart Butte H S	53	52	48	73	81	89	97	89	106	122	116	63		
Powder River	-	Powderville Elem	5	5	0	0	0	abandoned	annexed							
Powder River	6E	Biddle Elem	28	21	20	24	22	19	18	14	13	12	10	(18)		
Powder River	6E	Belle Creek Elem	14	13	10	11	14	12	12	12	11	11	0	(14)		
Powder River	-	Bear Creek Elem	0	abandoned	annexed											
Powder River	-	Billup Elem	5	6	5	2	1	8	7	0	0	0	abandoned	annexed		
Powder River	4E	Broadus Elem	196	201	215	215	241	241	237	226	218	218	231	35		
Powder River	4H	Powder River Co Dist H S	123	131	131	124	139	150	160	153	142	142	131	8		
Powder River	6E	South Stacey Elem	6	6	9	8	8	6	5	5	6	6	5	(1)		
Powder River	-	Horkan Creek Elem	8	7	6	5	4	3	0	0	0	abandoned	annexed			
Powell	3E	Deer Lodge Elem	703	705	695	698	709	700	662	642	603	594	564	(139)		
Powell	3H	Powell County H S	292	297	293	287	298	339	342	330	350	333	325	33		
Powell	6E	Ovando Elem	24	23	22	32	35	30	32	37	30	30	28	4		
Powell	6E	Helmville Elem	23	19	25	29	25	32	30	28	33	35	39	16		
Powell	6E	Garrison Elem	16	16	16	15	12	15	12	14	14	16	16	0		
Powell	6E	Elliston Elem	22	27	37	37	30	31	31	30	38	42	40	18		
Powell	5E	Avon Elem	37	33	49	45	42	47	47	48	44	50	48	11		
Powell	6E	Gold Creek Elem	11	11	11	16	14	14	9	8	10	10	4	(7)		
Prairie	-	Terry Elem	155	167	176	inactive										
Prairie	2K	Terry K-12 Schools	94	82	89	246	254	251	236	233	221	187	185	(64)		
Prairie	-	Fallon Elem	0	0	0	abandoned	annexed									
Ravalli	-	Corvallis Elem	641	707	739	inactive										
Ravalli	1K	Corvallis K-12 Schools	256	298	327	1,115	1,131	1,217	1,286	1,296	1,285	1,335	1,313	416		
Ravalli	3E	Stevensville Elem	765	792	839	897	891	903	849	777	750	720	671	(94)		
Ravalli	2H	Stevensville H S	346	378	397	444	467	483	516	496	487	509	478	132		
Ravalli	-	Hamilton Elem	904	914	972	inactive										
Ravalli	1K	Hamilton K-12 Schools	425	435	448	1,512	1,496	1,592	1,599	1,598	1,574	1,583	1,602	273		
Ravalli	-	Victor Elem	179	205	208	inactive										
Ravalli	2K	Victor K-12 Schools	76	76	83	302	362	357	395	395	364	357	370	115		
Ravalli	-	Darby Elem	387	408	431	inactive										
Ravalli	1K	Darby K-12 Schools	176	153	181	648	650	687	677	643	640	628	605	42		
Ravalli	4E	Lone Rock Elem	154	179	168	161	168	188	203	196	180	228	270	116		
Ravalli	-	Florence-Carlton Elem	489	495	545	inactive										
Ravalli	1K	Florence-Carlton K-12 Schools	176	169	189	782	859	922	930	919	958	968	971	306		

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			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01		
Richland	2E	Sidney Elem	1,138	1,130	1,116	1,106	1,070	1,046	1,001	1,027	986	939	915	(223)		
Richland	2H	Sidney H S	505	545	504	520	551	519	522	509	496	489	477	(28)		
Richland	5E	Savage Elem	131	126	139	127	135	128	122	110	107	105	99	(32)		
Richland	5H	Savage H S	34	31	33	43	53	56	68	63	65	73	67	33		
Richland	6E	Brorson Elem	11	13	9	5	12	16	19	19	28	30	29	18		
Richland	4E	Fairview Elem	204	193	186	184	202	205	187	175	156	159	162	(42)		
Richland	4H	Fairview H S	158	145	149	136	134	133	125	124	120	105	109	(49)		
Richland	5E	Rau Elem	70	68	61	64	70	72	70	77	76	72	67	(3)		
Richland	5E	Lambert Elem	82	83	84	83	88	86	88	87	80	75	70	(12)		
Richland	5H	Lambert H S	39	38	41	41	36	43	41	45	42	41	38	(1)		
Roosevelt	5E	Frontier Elem	136	133	146	145	141	153	139	143	149	150	143	7		
Roosevelt	3E	Poplar Elem	683	709	726	784	784	795	785	797	822	774	764	81		
Roosevelt	3H	Poplar H S	194	199	196	188	200	217	218	231	209	229	248	54		
Roosevelt	4E	Culbertson Elem	236	239	227	210	220	205	199	181	173	179	163	(73)		
Roosevelt	4H	Culbertson H S	84	84	99	94	83	86	86	94	101	102	87	3		
Roosevelt	3E	Wolf Point Elem	715	755	763	779	796	766	793	736	743	693	687	(28)		
Roosevelt	3H	Wolf Point H S	319	300	312	299	294	315	308	350	305	318	342	23		
Roosevelt	4E	Brockton Elem	90	93	87	111	111	118	130	156	156	149	147	57		
Roosevelt	5H	Brockton H S	38	42	48	41	38	44	46	46	48	56	55	17		
Roosevelt	-	Bainville Elem	65	73	82	inactive										
Roosevelt	2K	Bainville K-12 Schools	34	28	32	113	117	127	121	126	106	98	87	(12)		
Roosevelt	5E	Froid Elem	77	82	91	82	84	78	78	76	74	69	55	(22)		
Roosevelt	5H	Froid H S	38	39	39	37	40	34	38	36	29	31	31	(7)		
Rosebud	6E	Rock Spring Elem	3	4	4	4	4	3	3	4	3	2	2	(1)		
Rosebud	6E	Birney Elem	18	15	18	19	12	15	14	16	15	15	12	(6)		
Rosebud	4E	Forsyth Elem	468	482	476	461	451	403	398	365	363	326	323	(145)		
Rosebud	4H	Forsyth H S	232	233	233	230	222	231	208	192	174	169	159	(73)		
Rosebud	4E	Lame Deer Elem	304	314	396	436	544	444	394	357	373	420	423	119		
Rosebud	5E	Rosebud Elem	79	83	84	81	88	79	82	81	62	49	54	(25)		
Rosebud	5H	Rosebud H S	25	28	30	35	35	31	35	37	39	37	29	4		
Rosebud	3E	Colstrip Elem	955	933	893	861	744	762	732	705	690	603	585	(370)		
Rosebud	3H	Colstrip H S	453	430	487	458	421	406	384	359	328	302	308	(145)		
Rosebud	5E	Ashland Elem	102	107	129	113	119	99	100	94	112	100	85	(17)		
Rosebud	-	Ingomar Elem	7	3	0	0	0	abandoned	annexed							

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Rosebud	4H	Lame Deer HS				new	118	119	91	124	134	169	190	NA		
Sanders	4E	Plains Elem	307	314	335	341	363	340	348	337	332	322	332	25		
Sanders	4H	Plains HS	159	165	182	182	188	171	171	181	196	191	189	30		
Sanders	3E	Thompson Falls Elem	398	398	402	434	432	436	436	443	420	376	352	(46)		
Sanders	3H	Thompson Falls HS	185	182	212	234	239	225	232	247	231	238	252	67		
Sanders	5E	Trout Crk Elem	93	99	101	106	112	116	113	109	98	107	98	5		
Sanders	5E	Paradise Elem	48	49	67	66	65	68	58	52	69	54	51	3		
Sanders	5E	Dixon Elem	54	45	55	60	58	58	54	67	70	50	57	3		
Sanders	4E	Noxon Elem	171	187	203	202	179	174	194	185	177	163	143	(28)		
Sanders	4H	Noxon HS	94	104	97	122	118	134	128	117	117	106	116	22		
Sanders	6E	Camas Prairie Elem	8	7	11	14	19	14	14	12	11	13	11	3		
Sanders	6E	Hot Springs Elem	145	148	141	155	163	153	186	162	163	164	163	18		
Sanders	4E	Hot Spring HS	66	68	67	83	68	74	72	75	65	62	72	6		
Sheridan	5E	Westby Elem	72	73	75	61	56	57	51	51	44	inactive				
Sheridan	5H	Westby K-12 Schools	36	30	30	31	32	36	38	31	33	72	65	(43)		
Sheridan	5E	Medicine Lake Elem	171	206	149	138	131	118	107	95	79	inactive				
Sheridan	4H	Medicine lake K-12 Schools	73	82	79	79	81	89	80	80	82	148	145	(99)		
Sheridan	-	Plentywood Elem	376	363	391	378	inactive									
Sheridan	1K	Plentywood K-12 Schools	148	164	154	156	533	524	528	512	489	481	457	(67)		
Sheridan	-	Outlook Elem	58	49	42	inactive										
Sheridan	2K	Outlook K-12 Schools	29	21	21	68	74	85	72	59	46	43	40	(47)		
Sheridan	-	Hiawatha Elem	17	11	12	14	10	2	0	0	0	abandoned, annexed				
Silver Bow	1E	Butte Elem	3,955	3,906	3,927	3,990	3,984	4,025	3,917	3,870	3,746	3,646	3,553	(402)		
Silver Bow	4E	Ramsay Elem	142	139	159	167	165	176	177	178	174	158	148	6		
Silver Bow	6E	Divide Elem	15	13	14	17	15	17	19	18	19	20	18	3		
Silver Bow	6E	Melrose Elem	26	18	19	17	26	23	19	20	18	18	16	(10)		
Silver Bow	1H	Butte HS	1,488	1,506	1,584	1,645	1,687	1,675	1,719	1,721	1,686	1,624	1,534	46		
Stillwater	4E	Park City Elem	223	220	209	221	210	230	233	209	198	208	205	(28)		
Stillwater	4H	Park City HS	104	113	107	109	105	110	101	106	116	114	114	10		
Stillwater	3E	Columbus Elem	402	404	419	412	406	425	443	456	436	462	427	25		
Stillwater	4H	Columbus HS	137	148	158	165	172	186	185	192	196	213	217	80		
Stillwater	5E	Reedpoint Elem	38	39	44	49	59	52	61	65	62	60	60	22		
Stillwater	5H	Reedpoint HS	15	24	27	29	41	50	43	51	41	43	46	31		

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			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01		
Stillwater	6E	Molt Elem	10	9	10	5	6	4	4	4	8	10	9	(1)		
Stillwater	6E	Fishtail Elem	43	31	35	18	27	28	17	19	15	17	23	(20)		
Stillwater	6E	Nye Elem	5	3	2	11	7	9	12	12	9	11	13	8		
Stillwater	5E	Rapelje Elem	48	42	51	60	57	52	53	44	49	55	58	10		
Stillwater	5H	Rapelje H S	24	27	23	27	36	43	41	40	38	26	26	2		
Stillwater	4E	Absarokee Elem	256	278	282	294	274	271	259	249	250	272	250	(6)		
Stillwater	4H	Absarokee H S	131	122	125	137	141	146	139	129	138	129	135	4		
Sweet Grass	4E	Big Timber Elem	326	321	317	345	334	349	345	316	335	343	365	39		
Sweet Grass	6E	Melville Elem	29	24	18	20	22	14	15	20	22	25	23	(6)		
Sweet Grass	6E	Greycliff Elem	24	28	27	34	38	29	26	26	31	34	36	12		
Sweet Grass	6E	McLeod Elem	7	6	11	11	13	8	5	13	14	21	20	13		
Sweet Grass	-	Bridge Elem	7	7	5	4	6	6	4	7	0	0	0			
Sweet Grass	4H	Sweet Grass County H S	196	187	198	188	178	190	174	179	187	180	194	(2)		
Teton	4E	Choteau Elem	323	334	345	346	349	326	320	307	321	338	326	3		
Teton	4H	Choteau H S	159	153	148	167	160	164	172	183	172	175	182	23		
Teton	5E	Bynum Elem	30	36	60	68	75	67	62	52	65	44	43	13		
Teton	4E	Fairfield Elem	222	223	208	212	210	214	204	218	219	227	224	2		
Teton	4H	Fairfield H S	133	142	136	144	122	152	138	148	162	158	156	23		
Teton	-	Dutton Elem	109	104	109	130	inactive									
Teton	2K	Dutton K-12 Schools	39	46	44	41	171	171	178	163	160	136	129	90		
Teton	5E	Power Elem	123	112	113	98	91	97	86	103	105	94	85	(38)		
Teton	5H	Power H S	43	51	59	64	60	63	64	59	67	66	59	16		
Teton	5E	Golden Ridge Elem	32	30	24	51	51	44	36	41	41	33	35	3		
Teton	6E	Pendroy Elem	14	10	9	18	17	29	27	28	34	29	25	11		
Teton	5E	Greenfield Elem	69	69	67	67	69	69	77	63	71	67	73	4		
Toole	-	Sunburst Elem	208	205	232	249	inactive									
Toole	2K	Sunburst K-12 Schools	82	94	94	106	345	337	321	310	296	304	281	(9)		
Toole	N	Kevin Elem	0	0	0	abandoned, annexed										
Toole	3E	Shelby Elem	517	529	538	536	537	541	523	488	471	480	459	(58)		
Toole	3H	Shelby H S	192	203	214	240	245	234	224	237	246	241	227	35		
Toole	6E	Galata Elem	18	12	19	20	21	19	15	13	8	10	12	(6)		
Toole	-	Nickol Elem	0	abandoned, annexed												
Treasure	-	Hysham Elem	129	139	136	129	126	inactive								
Treasure	2K	Hysham K-12 Schools	42	56	56	58	59	162	165	173	183	183	160	(11)		

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							94-95	95-96	96-97	97-98	98-99				
Valley	-	Glasgow Elem	708	747	752	713	inactive								
Valley	1K	Glasgow K-12 Schools	287	290	276	277	1,003	997	1,020	1,005	937	891	851		(144)
Valley	5E	Frazer Elem	114	103	121	121	124	116	106	115	106	110	108		(6)
Valley	5H	Frazer H S	45	32	35	42	37	41	42	33	41	40	33		(12)
Valley	5E	Hinsdale Elem	67	71	68	67	78	79	72	72	75	81	68		1
Valley	5H	Hinsdale H S	29	28	25	34	30	31	31	31	43	37	33		4
Valley	-	Opheim Elem	90	82	69	inactive									
Valley	2K	Opheim K-12 Schools	45	44	42	109	101	97	94	92	94	79	77		(58)
Valley	-	Nashua Elem	159	140	135	136	inactive								
Valley	2K	Nashua K-12 Schools	66	65	72	63	191	209	194	189	165	159	145		(80)
Valley	-	Fort Peck Elem	19	15	24	16	consolidated Nashua								
Valley	5E	Lustre Elem	61	56	54	53	43	49	42	48	36	35	38		(23)
Wheatland	6E	Two Dot Elem	12	7	9	7	9	6	16	13	11	5	6		(6)
Wheatland	4E	Harlowton Elem	210	195	210	208	195	211	196	195	180	264	241		31
Wheatland	4H	Harlowton H S	106	101	112	99	110	119	123	102	91	92	94		(12)
Wheatland	6E	Shawmut Elem	14	7	7	13	11	10	10	11	13	14	15		1
Wheatland	5E	Judith Gap Elem	95	91	91	97	97	90	87	84	65	67	61		(34)
Wheatland	5H	Judith Gap H S	28	28	35	35	43	42	40	35	32	32	33		5
Wibaux	-	Wibaux Elem	179	154	158	inactive									
Wibaux	2K	Wibaux K-12 Schools	69	81	79	226	251	224	228	240	224	211	204		(44)
Yellowstone	1E	Billings Elem	10,815	11,052	11,250	11,196	10,980	10,971	10,836	10,710	10,524	10,392	10,166		(649)
Yellowstone	1H	Billings H S	4,575	4,723	4,891	5,085	5,078	5,234	5,284	5,254	5,386	5,485	5,524		949
Yellowstone	2E	Lockwood Elem	1,157	1,197	1,228	1,252	1,248	1,262	1,239	1,266	1,251	1,244	1,227		70
Yellowstone	5E	Blue Creek Elem	95	96	112	101	112	131	143	149	158	159	173		78
Yellowstone	4E	Canyon Creek Elem	195	227	218	248	225	207	217	233	249	250	265		70
Yellowstone	2E	Laurel Elem	1,342	1,311	1,246	1,268	1,269	1,292	1,297	1,309	1,252	1,219	1,185		(157)
Yellowstone	2H	Laurel H S	564	570	594	631	640	620	642	656	623	630	586		22
Yellowstone	4E	Elder Grove Elem	192	200	212	230	239	253	278	273	294	314	316		124
Yellowstone	-	Custer Elem	72	67	59	inactive									
Yellowstone	2K	Custer K-12 Schools	30	30	26	84	89	84	83	92	88	92	104		2
Yellowstone	6E	Morin Elem	27	35	35	33	44	31	35	29	26	32	31		4
Yellowstone	5E	Broadview Elem	75	70	66	70	64	89	106	106	115	116	116		41
Yellowstone	5H	Broadview H S	40	40	36	38	37	38	52	57	53	55	52		12
Yellowstone	5E	Elysian Elem	89	93	136	141	138	147	147	144	139	131	120		31

Appendix D

County	Code	District Name	ENROLLMENT											COUNT	
			90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	90 to 01	
Yellowstone	-	Huntley Proj Elem	494	485	501	520	540	inactive							
Yellowstone	1K	Huntley Proj K-12 Schools	180	177	204	226	241	786	794	755	742	761	782	108	
Yellowstone	3E	Shepherd Elem	501	511	545	550	572	540	539	544	558	575	584	83	
Yellowstone	3H	Shepherd H S	208	216	245	262	285	296	299	318	295	274	276	68	
Yellowstone	5E	Pioneer Elem	67	81	69	74	72	66	62	53	58	71	61	(6)	
Yellowstone	4E	Independent Elem	165	168	175	184	192	203	223	226	226	231	238	73	
Yellowstone	5E	Ylsth Academy Elem	85	39	41	41	43	41	50	46	57	63	61	(24)	
Total School Districts			152,702	155,522	159,793	162,825	164,147	165,390	164,464	162,164	159,813	157,381	154,695	1,993	
Custer	2K	Pine Hills, Riverview	129	106	83	71	86	75	85	96	102	97	101	(28)	
Lewis & Clark	2K	Mountain View	48	58	36	26	17	closed							
Cascade	2K	Mt School For Deaf & Blind	NA	93	100	98	90	82	78	75	73	78	73	NA	
Total State-Funded			177	257	219	195	193	157	163	171	175	175	174		
Total Public School Enrollment			152,879	155,779	160,012	163,020	164,340	165,547	164,627	162,335	159,988	157,556	154,869	1,965	
Percent Annual Change				1.9%	2.7%	1.9%	0.8%	0.7%	-0.6%	-1.4%	-1.4%	-1.5%	-1.7%		



Appendix E

Districts with Higher Than Average American Indian Enrollment

Districts with 50-100% American Indian Students		
County	District Name	% Am Ind
Big Horn	Pryor Elem	100.0%
Big Horn	Plenty Coups High School	98.7%
Big Horn	Lodge Grass Elem	96.6%
Big Horn	Wyola Elem	95.8%
Big Horn	Lodge Grass High School	93.4%
Big Horn	Hardin Elem	61.8%
Blaine	Hays-Lodge Pole K-12 Schools	99.6%
Blaine	Harlem High School	96.3%
Blaine	Harlem Elem	92.0%
Glacier	Browning High School	97.2%
Glacier	Browning Elem	95.0%
Glacier	E Glacier Park Elem	79.1%
Hill	Rocky Boy High School	100.0%
Hill	Rocky Boy Elem	99.3%
Hill	Box Elder Elem	93.8%
Hill	Box Elder High School	90.8%
Lake	Arlee Elem	58.6%
Lake	Ronan Elem	57.4%
Lake	St Ignatius K-12 Schools	50.3%
Phillips	Dodson Elem	72.4%
Pondera	Heart Butte High School	100.0%
Pondera	Heart Butte Elem	99.5%
Roosevelt	Brockton Elem	97.4%
Roosevelt	Brockton High School	95.8%
Roosevelt	Poplar Elem	94.3%
Roosevelt	Poplar High School	88.5%
Roosevelt	Wolf Point Elem	75.9%
Rosebud	Lame Deer Elem	100.0%
Rosebud	Lame Deer High School	100.0%
Sanders	Camas Prairie Elem	90.9%
Sanders	Dixon Elem	60.0%
Valley	Frazer High School	100.0%
Valley	Frazer Elem	96.2%
Total Number of Districts		33

Appendix E

Districts with 30-50% American Indian Students		
County	District Name	% Am Ind
Big Horn	Hardin High School	44.6%
Big Horn	Community Elem	42.9%
Custer	Pine Hills School	30.4%
Dawson	Deer Creek Elem	30.0%
Glacier	Cut Bank Elem	32.2%
Lake	Ronan High School	46.7%
Lake	Arlee High School	44.4%
Phillips	Dodson High School	47.4%
Roosevelt	Wolf Point High School	46.2%
Roosevelt	Frontier Elem	38.3%
Rosebud	Ashland Elem	45.5%
Rosebud	Colstrip Elem	40.3%
Rosebud	Colstrip High School	32.3%
Sanders	Hot Springs Elem	33.1%
Total Number of Districts		14

Districts with 10-30% American Indian Students		
County	District Name	% Am Ind
Blaine	Chinook Elem	12.1
Blaine	Chinook High School	10.9
Cascade	MT School for Deaf & Blind	15.1
Daniels	Flaxville K-12 Schools	11.1
Glacier	Cut Bank High School	24.5
Hill	Davey Elem	16.7
Hill	Havre Elem	15.9
Hill	Havre High School	10.5
Judith Basin	Raynesford Elem	20.0
Lake	Polson Elem	27.3
Lake	Upper West Shore Elem	23.8
Lake	Charlo Elem	20.8
Lake	Polson High School	20.5
Lake	Charlo High School	18.8
Phillips	Landusky Elem	25.0
Phillips	Malta Elem	14.3
Phillips	Saco High School	11.4
Pondera	Valier Elem	19.5
Pondera	Valier High School	15.6
Powell	Garrison Elem	14.3
Roosevelt	Froid	29.7
Roosevelt	Froid High School	27.6
Roosevelt	Culbertson Elem	21.4
Roosevelt	Culberston High School	12.9
Rosebud	Birney Elem	26.7
Sanders	Hot Springs High School	10.8
Sheridan	Medicine Lake Elem	19.0
Yellowstone	Morin Elem	11.5
Yellowstone	Yellowstone Academey Elem	10.5
Total Number of Districts		29



Appendix F

Tribal Education Specialists

Program Director
Blackfeet Tribal Education Department
Browning, MT 59417
406-338-7539 phone, 406-338-7530 fax

Tribal Education Director
Chippewa Cree Tribe
Box 1082, Rocky Boy Route
Box Elder, MT 59521
406-395-4313 Ext. 121 phone, 406-395-4836 fax

Tribal Education Director
Confederated Salish & Kootenai Tribes
PO Box 278
Pablo, MT 59855
406-675-2700 Ext. 1072 phone, 406-675-2014 fax

Tribal Education Director
Crow Tribe
PO Box 250
Crow Agency, MT 59022
406-638-2601 Ext. 3712 phone, 406-638-3884 fax

Tribal Education Director
Ft. Belknap Reservation
Rte 1, Box 66
Harlem, MT 59526
406-353-2205 Ext. 410 phone, 406-353-4571 fax

Tribal Education Director
Ft. Peck Reservation
PO Box 1027
Poplar, MT 59255
406-768-5136 phone, 406-768-3556 fax

Tribal Education Director
Northern Cheyenne Tribe
PO Box 307
Lame Deer, MT 59043
406-477-6602 phone, 406-447-6219 fax

Tribal Education Committee
Little Shell Band
Box 1384
Great Falls, MT 59403
406-452-2892 phone, 406-452-2982 fax

Education Specialist/Education Program Administrator
Bureau of Indian Affairs
316 North 26th Street
Billings, MT 59101
406-247-7953 phone, 406-247-7965 fax

Appendix G

Montana Program Level Descriptions, Board of Public Education

The Montana Board of Public Education Administrative Rules 10-55-901 through 904, ARM, establish basic academic program requirements for the following levels:

- *Elementary* – any combination of kindergarten, other preschool, or first eight grades
- *Junior High* – grades 7 through 9 (Kalispell has the only approved Junior High program in Montana)
- *Grades 7 and 8* – a program that encompasses grades 7 and 8
- *Middle School* – any combination of grades 4 through 8
- *High School* – any combination of grades 9 through 12

Note: Grades 7 and 8 receive funding at high school rates if they are included in approved Junior High, Grades 7 and 8, or Middle School programs

An overall requirement is that the programs provide students the opportunity to obtain the attitudes, concepts, skills, and knowledge to meet the academic standards set out in the accreditation rules.



Appendix H

Special Education Disability Categories

Students with disabilities are eligible to receive special education and related services if they are in need of special education, and if their disabilities meet the criteria for one or more of thirteen disability groupings. Special education means specially designed instruction, given at no cost to the parents or guardians, to meet the unique needs of a child with disabilities. The thirteen disability groupings shown below determine eligibility for special education, while the educational needs of the student determine the types and location of services and instruction. The disability categories are defined in 20-7-401, MCA, as follows:

Autism means a developmental disability that significantly affects verbal and nonverbal communication and social interaction, that is generally evident before 3 years of age, and that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environment change or to change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance.

Child with a disability means a child evaluated in accordance with the regulations of the Individuals With Disabilities Education Act as having cognitive delay; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairments; deaf-blindness; multiple disabilities; or specific learning disabilities and who because of those impairments needs special education and related services. A child who is 5 years of age or younger may be identified as a child with disabilities without the specific disabilities being specified.

Cognitive delay means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication problems and other developmental and educational problems that the problems cannot be accommodated in special education programs solely for children with deafness or for children with blindness.

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, in a manner that adversely affects the child's educational performance.

Emotional disturbance means a condition exhibiting one or more of the following characteristics to a marked degree and over a long period of time that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate

types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not include social maladjustment, unless it is determined that the child is emotionally disturbed.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included within the definition of deafness.

Orthopedic impairment means a severe orthopedic disability that adversely affects a child's educational performance. The term includes but is not limited to impairment caused by congenital anomaly (e.g., clubfoot or absence of some member), impairments caused by disease (e.g., poliomyelitis or bone tuberculosis), and impairments from other causes (e.g., fractures or burns that cause contractures, amputation, or cerebral palsy).

Other health impairment means limited strength, vitality, or alertness because of chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, that adversely affects a child's educational performance.

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes but is not limited to such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor disabilities; cognitive delay; or environmental, cultural, or economic disadvantages.

Speech-language impairment means a communication disorder, such as stuttering, impaired articulation, or a language or voice impairment, that adversely affects a child's interpersonal relationships or educational performance.

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries that are induced by birth trauma.

Visual impairment means an impairment that, after correction, adversely affects a child's educational performance. The term includes both partial blindness and blindness.

Appendix I

District Board of Trustees Policy Requirements

School policies communicate the educational philosophy of the locally elected board of trustees. School districts are required by state statutes, administrative rules, and federal programs to have policies on the following topics.

Montana Statutes that Require School District Policies

<i>Statute</i>	<i>Subject of required policy</i>
20-3-322	Meetings and quorum
20-3-323	District policy and record of acts
20-3-324	Powers and duties
20-3-362	Powers of joint Board of Trustees
20-5-103	Compulsory attendance and excuses
20-5-105	Attendance officer – powers and duties
20-5-110	School district assessment for placement of a child who enrolls from a non-accredited, non-public school
20-5-202	Suspension and expulsion
20-7-203	Trustees' policies for school libraries
20-7-601	Free textbook provisions
20-7-703	Trustees' policies for adult education
20-10-204	Duties of Trustees

ARM 10.55.701 Requires Policies/Procedures

<i>Subject of required policy</i>
Comprehensive philosophy of education and the goals of the philosophy
Student assessment procedures policy
Board, superintendent, and personnel responsibilities
Student, parent, and school employee due process rights
Equity policy
Transfer policy for determining appropriate placement of incoming students
Academic freedom
Materials selection – including a challenge procedure for all curricular and support materials
Copyright policy
Use of school facilities and resources
Evaluation of all employed certificated administrative, supervisory and teaching personnel
Employee safety program

ARM 10.55.801 Provides Guidance on School Climate

The Montana Board of Public Education adopted rules directing local boards of trustees to provide an environment that supports learning. Local boards of trustees are directed to:

- encourage cooperation among staff, students, parents, trustees, and the community
- evaluate staff turnover and determine if excessive
- create teaching and learning conditions that meet educational goals and attract quality staff
- respect the rights of all learners through policies, procedures, and rules
- offer stereotype-free programs and services
- provide programs and services for identified needs of at-risk students
- inform students of the school's expectations and of students' rights and responsibilities
- encourage students to take responsibility for their education
- encourage the active involvement of parents in their children's education and in their school
- provide community members with opportunities for active roles in developing educational goals

Federal Laws that Require Policies

(If district receives any federal monies)

Subject of required policy

Section 504 and ADA: non-discrimination on basis of handicap/disability; compliance officer

National School Lunch Program: free and reduced price food service, application form; notification to parents

Family Leave Act: professional staff leaves and absences, support staff leaves and absences, support staff supplementary pay/overtime

Family Education Records Privacy Act (FERPA): Student records/release of student information

Title I: parent involvement in education



Appendix J

School Climate References and Surveys

School Climate Surveys

Harcourt Brace: School Effectiveness Questionnaire, 1-303-477-0939

- Examination kit
- Manual
- Teacher, parent, middle school and high school student questionnaires
- Machine scorable answer documents

National Study of School Evaluation: Opinion Inventories, 1-800-843-6773

- Administrator handbook
- Student, teacher, parent, and community inventories
- Scoring service

Yale School Development Program: School Climate Survey, (203) 737-4003

- Administrator handbook
- Teacher, parent, high school and middle school student surveys
- Scoring service

Types of Questions in School Climate Surveys

Source: Yale Child Study Center, Copyright 1994, Emmons, Haynes, and Commer

	Strongly Disagree	Disagree	Agree	Strongly Agree
For Students				
The behavior of students at my school is good ...				
At my school, teachers are fair to everyone ...				
My school is usually too noisy ...				
For Parents				
My child feels that he/she can learn at this school ...				
This school encourages parent involvement in the day-to-day activities of the school ...				
At my child's school, I have the chance to give my view on school matters ...				
For Teachers				
Teachers at this school try to make school work exciting for students ...				
Students are treated the same regardless of social class ...				
This school is usually clean and tidy ...				

Polls of Attitudes and Opinions on Education

The Center for Professional Development and Services (PACE), Phi Delta Kappa, makes available materials to enable nonspecialists to conduct scientific polls of attitudes and opinions on education. For cost information, write or phone PDK International, PO Box 789, Bloomington, IN 47402-0789, phone 800-766-1156, ext. 2500.

Staff Development

The Montana Behavioral Initiative (MBI) is a comprehensive staff development process designed to improve school climate, teach alternative acceptable behaviors, and enhance school safety. Contact the Office of Public Instruction, 406-444-2046, for information.



Appendix K

Violence Continuum — CARE Initiative

WE CAN MAKE A DIFFERENCE!

To Reduce &
Prevent Violence

Begin
Here



DISCOURTESY...DISRESPECT.....VIOLENT CRIME

© 1998 Jim Bryngelson & Sharon Cline
CARE Initiative of Montana, 1144 Henry Road, Billings, MT 59102
406-259-4869 • Web: <http://www.wtp.net/care> • e-mail: care@wtp.net



Appendix L

Standards, Curriculum, Instruction, and Assessment Alignment

The following examples illustrate the alignment of the state standards with local curriculum, classroom instruction, and assessment.

Example 1

This form demonstrates how Kalispell teachers are using the benchmarks the state standards articulate to outline district curriculum and instructional practices. The example is for grade 10.

Reading Content Standard 1: Students Construct meaning as they comprehend, interpret, and respond to what they read.				
Montana Benchmarks By the end of Grade 12	District #5 Goals & Objectives (Grade 10)	Suggested Materials	Example Lesson	Assessments
The student will 1. Make Predictions and describe inferences and connections between new material and previous information/experience.	<ul style="list-style-type: none"> Research historical setting, author's life, and cultural background of a short story or novel. Compare and contrast the factual information with the portrayal of events setting and characters in the literary work. Make predictions about the way events and characters may change with a change in various aspects of the setting of literary work. Use evidence from a short story, novel or selection of non-fiction to draw inferences which are not directly stated in the writing. Compare a work of literature to one's own life experiences. 	<i>To Kill a Mockingbird</i> & <i>Julius Caesar</i>	<ul style="list-style-type: none"> Research the courtrooms of the 1930s and the biography of Harper Lee. In a dramatic presentation, have the author visit the courtroom during the trial of Tom Robinson and comment on the defense provided by Atticus Finch in relation to her own life and personal views. Use evidence from the novel to infer Harper Lee's responses to the trial. Compare the trial to an example of someone in authority in your own life deciding guilt or innocence without the consideration of the facts. 	<ul style="list-style-type: none"> Bibliography of research. Courtroom performance - evaluation on a rubric. Analysis in responding to questions and in explaining the interpretation of the scene. Selection of evidence rated. Written or spoken examples of real life judgments scored in relation to connection to the novel.
Benchmarks 2-5 are in development				
From Kalispell Public Schools				

Appendix L

Example 2

This example is for grade 4, and is in the process of being developed.

Reading Content Standard 1: Students Construct meaning as they comprehend, interpret, and respond to what they read.			
Montana Benchmarks by the end of grade 4	Performance Standards at the end of grade 4	Curriculum Connection for 4 th grade students	Sample Activities and Tasks for 4 th grade students
The student will 1.Make Predictions and Connections between new material and previous information/experiences.			
2.Incorporate new print/ nonprint information into existing knowledge to draw conclusions and make application.			
3.Provide oral, written, and/ or artistic responses to ideas and feelings generated by the reading material.			
4.Demonstrate basic understanding of main ideas and some supporting details.	Proficient fourth grade students demonstrate an overall understanding of the reading material, providing inferential as well as literal information. They apply reading strategies and methods when reading content area material.	To manage ideas and information a student will: <ul style="list-style-type: none"> • Determine main and supporting ideas using prior knowledge, predictions, connections, and inferences, visual and auditory cues. • Organize information in logical sequences using a variety of strategies: webbing, outling, mapping. 	Students read an article or passage and demonstrate their understanding by: <ul style="list-style-type: none"> • Creating a semantic map. • Using the map to write a formal outline, which identifies title, a main idea, and three supporting details. • Summarizing the article or passage in their own words, using their outline. • Generating questions that would lead to further, student-driven research.
5.Accurately retell key elements of appropriate reading material.			
From Cherry Valley School, Polson, and Great Falls Public Schools			



Appendix M

Student Assessment

Montana Student Assessment Rule 10.56.101, ARM

The Board of Public Education Administrative Rule 10.56.101 requires all accredited Montana schools to report norm-referenced test score results for students in grades 4, 8, and 11 in reading, language arts, math, science, and social studies. Through school year 1999-2000, districts will select a test from a board-approved list of standardized, norm-referenced tests published by the Riverside Publishing Company, CTB McGraw Hill, or Harcourt Brace. In school year 2000-2001 districts across the state will administer the same tests to all students in grade 4, grade 8, and grade 11. Tests published by Riverside were selected by a statewide panel – the ITBS for grades 4 and 8, and the ITED for grade 11. If a team has determined that a student is unable to benefit from the test (students with disabilities or limited English proficiency), they will be given an alternate test.

The scores for tests administered in the spring are annually reported to OPI. These scores are compiled into a statewide summary for grades 4, 8, and 11. Each district receives a school-by-school report that includes the data reported from the districts to OPI, as well as additional information about stanine distributions and proficiency levels.

Montana statutes require release of school level test score results that are reported under the Board of Public Education rule. The school-by-school release includes the average Normal Curve Equivalent Scores (NCE) by grade level and subject area. It also includes the stanine distribution of student scores grouped into four proficiency ranges, the number of students tested, and the February reported enrollment.

Student Privacy Rights

Federal and state statutes protect the privacy of certain student records, *including test results*. The federal Family Education Rights and Privacy Act (FERPA) and the Montana privacy statutes require that certain student information be protected and used only by those persons who have a direct educational responsibility for that student's instruction. OPI policy limits release of protected student information in instances where release of the information would identify an individual student.

Consequently, the release of test scores for any school with five or fewer students in a grade is not reported at a school level. The results are aggregated into size category totals. Over 100 of the state's smallest schools have five or fewer students in a grade. When those scores are aggregated together, they provide a combined picture of our smallest schools that could not be obtained if the results were viewed in isolation.

Districts receiving requests for information must always consider whether the information released can be identified with an individual student. If a school district determines that an individual student could be identified from release of test scores, the district should not release the scores.

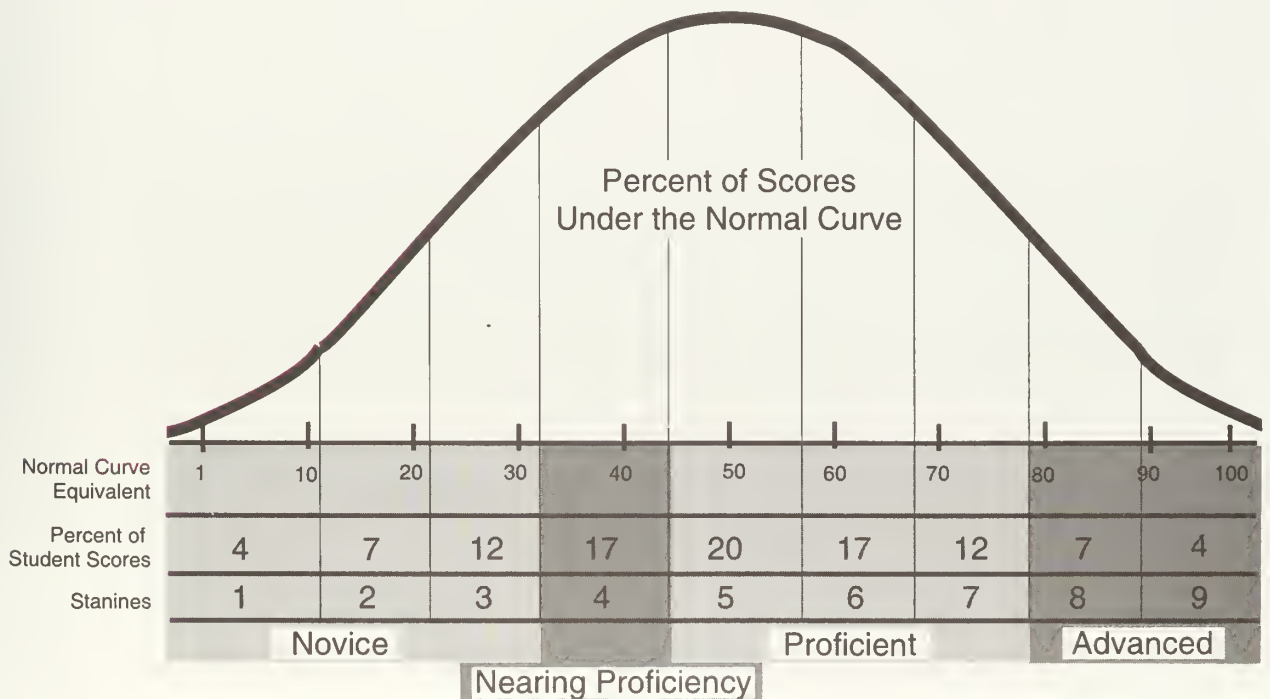
How the Information is Organized

The school-by-school results are reported with the following information:

- the grade level taking the test
- the type of test administered
- the number of students reported in the February enrollment count
- the number of students taking the test
- the average Normal Curve Equivalent (NCE)
- the percentage of students at each proficiency level within each subject area

An “average” score for a group of students does not provide information about how the individuals in the group might be doing. More useful information is obtained by viewing how the scores are distributed from low to high. The bell curve diagram pictured below shows how the NCE scores, percent of students in certain ranges, stanines, and proficiency levels relate to each other. The NCE scale allows student scores to be placed along an equally spaced range of 1 to 99. The percent of student scores shows the percent of students that score at each of the levels shown (groupings of percentiles which also range from 1 to 99).

To report the results across a variety of tests, the student scores were reported in the nine groupings known as stanines. They range from a low of 1 to a high of 9. Those stanines were then grouped into four larger categories. For purposes of better communication of test results, those groups were identified as “novice” – stanines 1 through 3; “nearing proficiency” – stanine 4; “proficient” – stanines 5 through 7, and “advanced” – stanines 8 and 9.



The student assessment results are one of the tools that can be used to assess how well Montana students are attaining proficiency in subject areas. However, the scores are a snapshot of student performance at a particular point in time. Better information is obtained by observing the changes over time. The results can help identify and support those programs and strategies that appear to be working. They may also help direct energy and resources to areas that appear to be struggling.

While test scores are important, they are not the only indicator of a quality school. Local districts need to examine the results from year to year to determine whether programs and support services have been effective and targeted to areas of need. And they need to look at other indicators of quality – teacher retention rates, classroom size, course offerings, dropout rates, graduation rates, school climate, attendance and absence rates, and other important measures.

In 1998-99, data was reported separately for special education students. The number of special education students per grade level exceeded 5 in only about 25 percent of the reporting schools. Because of privacy restrictions, data could not be reported separately for those schools. However the statewide summary data for special education is reported below.

Appendix M

Student Assessment Results from 1998-99

The overall statewide student assessment results for 1998-99 are presented below for students in grades 4, 8 and 11. See Glossary for proficiency level descriptions.

TABLE M-1: Montana State-Level Assessment Statewide Results – School Year 1998-99

<i>Grade 11 results all students</i>						
Spring enrollment	12,325					
average number tested	10,713					
percent tested	86.9%					
Subject	# Students Reported	# With Stanines	Novice	Nearing Proficiency	Proficient	Advanced
Reading	10,792	10,316	12.2%	13.2%	59.6%	15.1%
Language Arts	10,768	10,275	13.3%	15.3%	57.8%	13.5%
Mathematics	10,766	10,434	11.3%	11.1%	56.5%	21.2%
Science	10,623	10,140	9.5%	10.5%	58.0%	22.0%
Social Studies	10,614	10,166	9.8%	12.7%	62.3%	15.1%
average number reported	10,713					
average number with stanines		10,266				
percent tested with stanines		95.8%				
<i>Grade 8 results for all students</i>						
Spring enrollment	13,001					
average number tested	12,320					
percent tested	94.8%					
Subject	# Students Reported	# With Stanines	Novice	Nearing Proficiency	Proficient	Advanced
Reading	12,322	11,851	11.9%	13.8%	58.6%	16%
Language Arts	12,292	11,861	14.0%	14.6%	57.3%	14%
Mathematics	12,346	11,863	13.1%	13.1%	56.6%	17%
Science	12,325	11,876	10.7%	11.1%	58.3%	20%
Social Studies	12,313	11,842	11.0%	13.4%	58.9%	17%
average number reported	12,320					
average number with stanines		11,859				
percent tested with stanines		96.3%				
<i>Grade 4 results for all students</i>						
Spring enrollment	11,752					
average number tested	11,374					
percent tested	96.8%					
Subject	# Students Reported	# With Stanines	Novice	Nearing Proficiency	Proficient	Advanced
Reading	11,360	10,968	13.3%	14.8%	56.8%	15.1%
Language Arts	11,377	10,958	15.7%	15.7%	54.5%	14.0%
Mathematics	11,374	10,968	13.1%	14.6%	57.2%	15.1%
Science	11,381	10,986	11.6%	13.8%	58.0%	16.5%
Social Studies	11,380	11,016	12.0%	14.8%	57.8%	15.3%
average number reported	11,374					
average number with stanines		10,979				
percent tested with stanines		96.5%				

Appendix M

In 1998-99, data was reported separately for special education students. The number of special education students per grade level exceeded 5 in only about 25 percent of the reporting schools. Because of privacy restrictions, data could not be reported separately for those schools. However the statewide summary data for special education is reported below.

TABLE M-2: Montana State-Level Assessment Special Education Results – School Year 1998-99

<i>Grade 11 results for Special Education</i>						
School Reports	97	(range 6 to 29)				
# in total, no separate report	6					
# with more than 5 students	24					
Subject	# Students Reported	# With Stanines	Novice	Nearing Proficiency	Proficient	Advanced
Reading	451	317	55.2%	22.1%	22.1%	0.6%
Language Arts	449	316	61.7%	23.4%	14.6%	0.3%
Mathematics	446	318	47.2%	21.4%	29.9%	1.6%
Science	443	312	39.7%	22.4%	33.7%	4.2%
Social Studies	442	306	39.9%	26.1%	32.0%	2.0%
average number reported	446					
average number with stanines		314				
percent tested with stanines		70.3%				
<i>Grade 8 results for Special Education</i>						
School Reports	159	(range 6 to 33)				
# in total, no separate report	2					
# with more than 5 students	51					
Subject	# Students Reported	# With Stanines	Novice	Nearing Proficiency	Proficient	Advanced
Reading	1,004	750	52.1%	21.9%	24.5%	1.5%
Language Arts	1,002	749	57.9%	23.5%	18.0%	0.5%
Mathematics	1,000	762	56.8%	21.1%	20.7%	1.3%
Science	1,002	768	41.5%	23.0%	32.2%	3.3%
Social Studies	999	765	39.5%	29.3%	28.5%	2.7%
average number reported	1,001					
average number with stanines		759				
percent tested with stanines		75.8%				
<i>Grade 4 results for Special Education</i>						
School Reports	241	(range 6 to 21)				
# in total, no separate report	29					
# with more than 5 students	53					
Subject	# Students Reported	# With Stanines	Novice	Nearing Proficiency	Proficient	Advanced
Reading	835	656	42.7%	26.5%	26.7%	4.1%
Language Arts	853	657	51.9%	21.6%	23.1%	3.3%
Mathematics	851	656	43.6%	21.8%	30.3%	4.3%
Science	856	653	31.7%	23.4%	37.8%	7.0%
Social Studies	848	647	34.9%	20.6%	38.9%	5.6%
average number reported	849					
average number with stanines		654				
percent tested with stanines		77.0%				

Appendix M

The data for the smallest schools is reported below. The 111 schools in size category 6E (40 or fewer students enrolled) have so few students in each grade that a school report is really an individual student report. When the data is compiled for all of the schools in that size category, an overall picture of the student achievement levels can be observed.

TABLE M-3: Montana State-Level Assessment Small School Scores Reported by Stanine for Grades 4 and 8 – School year 1998-99

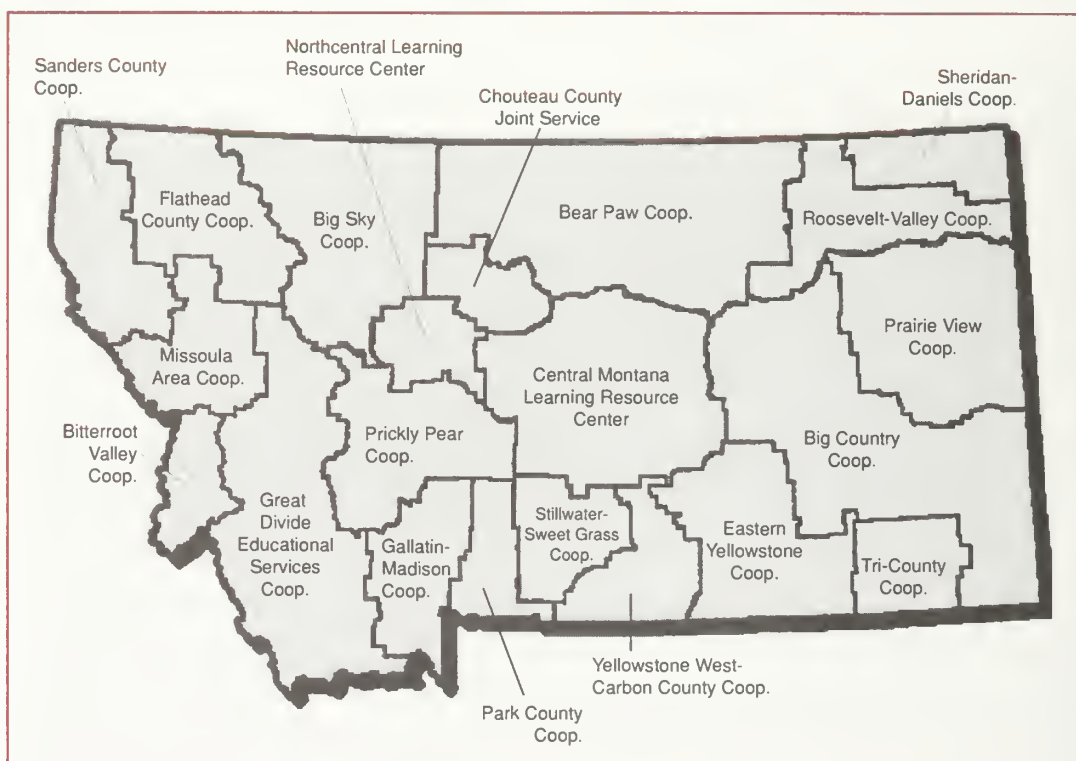
<i>Schools with 40 or fewer students</i>				
Grades 4 and 8				
spring enrollment	186			
average number tested	177			
percent tested	95%			
Subject	Novice	Nearing Proficiency	Proficient	Advanced
Reading	15.0%	15.0%	53.0%	17.0%
Language Arts	13.0%	16.0%	57.0%	15.0%
Mathematics	14.0%	10.0%	61.0%	16.0%
Science	10.0%	11.0%	61.0%	18.0%
Social Studies	11.0%	11.0%	57.0%	21.0%
average number with stanines		153		
percent tested with stanines		87%		

When the data is viewed from various perspectives – overall scores, special education results, and small school totals – some common threads emerge. The highest percent of proficient and advanced scores occurs in science on all three tables. Social Studies is second highest in all tables. The lowest percent of proficient and advanced occurs in language arts in all instances except one, where reading is slightly lower.



Appendix N

Special Education Cooperatives 1998-99



Bear Paw Cooperative

PO Box 1449, Chinook, MT 59523

Big Country Cooperative

PO Box 668, Miles City, MT 59301

Big Sky SE Cooperative

215 South Maryland, Conrad, MT 59425

Bitterroot Valley Cooperative

PO Box 187, Stevensville, MT 59870

Central MT Learning Resource Center

215 7th Ave. South, Lewistown, MT 59457

Chouteau County Joint Services

PO Box 399, Fort Benton, MT 59442

Eastern Yellowstone

1932 US Highway 87 E, Billings, MT 59101

Flathead County Cooperative

18 W Evergreen Drive, Kalispell, MT 59901

Gallatin/Madison Cooperative

PO Box 162, Belgrade, MT 59714

Great Divide Educational Services Cooperative

PO Box 48, Deer Lodge, MT 59722

Missoula Area Cooperative

438 West Spruce, Missoula, MT 59801

North Central Learning Resource Center

1601 2nd Ave. N, Great Falls, MT 59401

Park County Cooperative

129 River Drive, Livingston, MT 59047

Prairie View Cooperative

30 Highway 200 S, Glendive, MT 59330

Prickly Pear Cooperative

Box 1280, East Helena, MT 59635

Roosevelt -Valley Cooperative

Box 117, Bainville, MT 59212

Sanders County Cooperative

PO Box 129, Thompson Falls, MT 59873

Sheridan/Daniels Cooperative

100 East Laurel Ave., Plentywood, MT 59254

Stillwater/Sweet Grass Cooperative

PO Box 669, Columbus, MT 59019

Tri-County Cooperative

PO Box 718, Broadus, MT 59317

Yellowstone/West Carbon County Cooperative

410 Colorado Ave., Laurel, MT 59044

Appendix 0

School District Expenditures and Revenue

Definitions of Expenditure and Revenue Categories

Guidance to school districts for reporting school district expenditures is provided through training on the use of the *Montana School District Accounting Manual*. Expenditures are reported by function and object. While the manual provides general guidance, school district practices may vary in the reporting of expenditures – for example, phone lines to the classroom. One school district may report the expenditure as instruction, another district as administration, and a third district as operation and maintenance.

It is important to recognize these variations in reporting practices may skew the data for district-by-district comparisons, but should not account for significant differences in expenditures by function or object within school size categories.

Function – Classification which identifies the purpose of an expenditure.

Instruction includes the activities dealing directly with the interaction between teachers and students. Instruction is not limited to the classroom; it may occur in a variety of locations and mediums through which students learn.

Student and Staff Services are those services which provide support to facilitate and enhance instruction, such as guidance counseling, health services, psychological services, speech therapy and audiology, curriculum development and staff development services, and library and educational media services.

General Administration includes activities concerned with the central office of the school district, including the district superintendent, school trustees, business functions, information services, and staff services.

School Administration includes those activities associated with the administration of a single school, including the principal's office and any department chairpersons.

Building Operations and Maintenance are those activities associated with operating and maintaining the physical plant, equipment, and grounds.

Pupil Transportation Services are those services that convey students to and from school. It also includes transportation to and from extracurricular activities and athletics.

Facilities and Bonds includes facilities acquisition, construction services, and debt service payments.

Other includes food, extracurricular, enterprise, and community services. It also includes prior period expenditure adjustments.

Appendix O

Object — Classification which identifies the nature of the item purchased or service obtained.

Salaries and Benefits includes salaries, retirement, and health insurance benefits for teachers, specialists, aides, custodians, cooks, coaches, administrators, and secretarial staff.

Purchased Services includes expenditures for auditors, attorneys, architects, energy, repair, transportation, property and liability insurance, communications, printing, and training services.

Supplies and Minor Equipment includes instructional and building maintenance supplies, books, periodicals, food, vehicle fuel, computer software, and minor equipment.

Capital Outlay includes expenditures for the purchase of land, buildings, improvements, and major equipment such as furniture and vehicles.

Debt Service includes principal and interest paid on bonds, long term loans with the Board of Investments or long term capital leases.

Revenue – Taxes, fees, investment earnings, and other monies that are distributed to the school district. Revenue does not include transfers of monies among accounts within the district.

State Aid to Schools includes monies that are distributed to a school district from the state to support the district general fund, special education, debt service, adult basic education, gifted and talented, drivers education, transportation, vocational education and other programs.

County Distribution includes county taxes and other monies that are distributed to a school district to support the retirement and transportation programs.

Non-Levy Revenue includes local revenues other than property taxes that are distributed to a school district, including motor vehicle fees, natural resource production taxes, tuition, investment earnings, food services monies, personal property tax reimbursements, corporate license taxes, fees for services, rental income, and other revenue.

Property Tax revenue from the taxation of property, including commercial and residential real estate, personal property, heavy motor vehicles, gross proceeds of metal mines and net proceeds of certain minerals.

Federal Revenue includes monies that are distributed to a school district for specific federal programs, including Title I of the Elementary and Secondary Education Act, Head Start, Vocational Education, Adult Education, Child Nutrition, School Foods, Federal Impact Aid, and the Individuals with Disabilities Education Act.

Appendix O

School District Expenditures, 1998-99

Description	99 ANB	Total Expenditures
Elementary > 2500	39,026	207,561,182
Elementary 851-2500	23,422	130,618,599
Elementary 401-850	12,312	74,467,528
Elementary 151-400	15,008	88,141,562
Elementary 41-150	5,864	38,809,043
Elementary < 40	1,573	8,827,304
Total Per Elementary Pupil	97,205	548,425,218
High School > 1250	22,638	139,993,491
High School 401-1250	10,487	63,905,767
High School 201-400	5,470	36,986,290
High School 76-200	5,258	45,232,361
High School 75 or less	1,479	17,460,904
Total Per High School Pupil	45,332	303,578,813
K-12 > 399	12,615	71,825,294
K-12 < 400	6,601	52,831,325
Total Per K-12 Pupil	19,216	124,656,619
Total Montana	161,753	976,660,649

Expenditures by Function

DOLLARS EXPENDED	Instruction	Student Services	General Admin	Building Admin	Building OM	Pupil Transport	Other	Bonds/Facilities
Description								
Elementary > 2500	125,005,157	21,775,884	6,104,969	11,612,683	19,436,153	7,541,128	7,082,453	9,002,755
Elementary 851-2500	75,483,671	12,296,078	5,242,354	7,484,181	12,020,542	5,211,559	6,436,991	6,443,224
Elementary 401-850	42,949,220	5,791,653	3,697,880	3,794,315	6,312,726	3,743,478	4,154,746	4,023,510
Elementary 151-400	50,475,659	4,344,935	6,818,054	3,914,537	7,834,805	4,244,892	5,866,899	4,641,780
Elementary 41-150	21,499,724	1,269,552	3,555,577	1,247,188	3,883,448	2,809,503	3,109,741	1,434,310
Elementary < 40	5,597,082	148,293	792,397	89,131	1,018,460	804,252	190,912	186,777
Total Per Elementary Pupil	321,010,512	45,626,395	26,211,231	28,142,035	50,506,133	24,354,812	26,841,742	25,732,357
High School > 1250	78,444,324	12,141,657	4,906,251	6,617,786	13,681,120	4,587,388	10,611,395	9,003,569
High School 401-1250	32,628,145	5,412,422	2,983,429	4,196,351	7,492,167	3,749,219	5,356,906	2,087,128
High School 201-400	18,305,029	2,325,826	2,234,697	2,030,891	4,399,008	2,370,745	3,695,233	1,624,861
High School 76-200	22,049,438	2,328,120	3,743,245	2,500,780	4,839,478	3,479,664	4,191,143	2,100,493
High School 75 or less	8,474,778	524,465	2,084,515	379,071	2,375,818	1,247,242	1,704,555	670,460
Total Per High School Pupil	159,901,715	22,732,490	15,952,137	15,724,879	32,787,592	15,434,260	25,559,232	15,486,510
K-12 > 399	40,670,692	4,151,811	3,402,434	4,128,198	6,918,404	3,841,168	4,601,011	4,111,576
K-12 < 400	27,704,505	1,888,535	5,226,123	1,673,731	5,707,105	3,567,725	4,578,861	2,484,741
Total Per K-12 Pupil	68,375,197	6,040,346	8,628,557	5,801,929	12,625,509	7,408,893	9,179,872	6,596,317
Total Montana	549,287,424	74,399,230	50,791,924	49,668,843	95,919,234	47,197,964	61,580,846	47,815,184

*Source: Trustees Financial Summary, Montana K-12 Public Schools, 1998-99

Appendix O

Per Pupil Expenditures by Function, 1998-99

DOLLARS EXPENDED			Student	General	Building	Building	Pupil		Bonds/	
Description	99 ANB	Instruction	Services	Admin	Admin	OM	Transport	Other	Facilities	Total
ELEMENTARY										
Elementary > 2500	39,026	3,203	558	156	298	498	193	181	231	5,319
Elementary 851-2500	23,422	3,223	525	224	320	513	223	275	275	5,577
Elementary 401-850	12,312	3,488	470	300	308	513	304	337	327	6,048
Elementary 151-400	15,008	3,363	290	454	261	522	283	391	309	5,873
Elementary 41-150	5,864	3,666	216	606	213	662	479	530	245	6,618
Elementary < 40	1,573	3,558	94	504	57	647	511	121	119	5,612
Total Per Elementary Pupil	97,205	3,302	469	270	290	520	251	276	265	5,642
HIGH SCHOOL										
High School > 1250	22,638	3,465	536	217	292	604	203	469	398	6,184
High School 401-1250	10,487	3,111	516	284	400	714	358	511	199	6,094
High School 201-400	5,470	3,346	425	409	371	804	433	676	297	6,762
High School 76-200	5,258	4,194	443	712	476	920	662	797	399	8,603
High School 75 or less	1,479	5,730	355	1,409	256	1,606	843	1,153	453	11,806
Total Per High School Pupil	45,332	3,527	501	352	347	723	340	564	342	6,697
K-12 > 399	12,615	3,224	329	270	327	548	304	365	326	5,694
K-12 < 400	6,601	4,197	286	792	254	865	540	694	376	8,004
Total Per K-12 Pupil	19,216	3,558	314	449	302	657	386	478	343	6,487
Total Per Montana Pupil	161,753	3,396	460	314	307	593	292	381	296	6,038
PERCENT ALLOCATION										
Description		Instruction	Student	General	Building	Building	Pupil		Bonds/	
			Services	Admin	Admin	OM	Transport	Other	Facilities	
Elementary > 2500	60.2%	10.5%	2.9%	5.6%	9.4%	3.6%	3.4%	4.3%		
Elementary 851-2500	57.8%	9.4%	4.0%	5.7%	9.2%	4.0%	4.9%	4.9%		
Elementary 401-850	57.7%	7.8%	5.0%	5.1%	8.5%	5.0%	5.6%	5.4%		
Elementary 151-400	57.3%	4.9%	7.7%	4.4%	8.9%	4.8%	6.7%	5.3%		
Elementary 41-150	55.4%	3.3%	9.2%	3.2%	10.0%	7.2%	8.0%	3.7%		
Elementary < 40	63.4%	1.7%	9.0%	1.0%	11.5%	9.1%	2.2%	2.1%		
Total Elementary Percentage	58.5%	8.3%	4.8%	5.1%	9.2%	4.4%	4.9%	4.7%		
High School > 1250	56.0%	8.7%	3.5%	4.7%	9.8%	3.3%	7.6%	6.4%		
High School 401-1250	51.1%	8.5%	4.7%	6.6%	11.7%	5.9%	8.4%	3.3%		
High School 201-400	49.5%	6.3%	6.0%	5.5%	11.9%	6.4%	10.0%	4.4%		
High School 76-200	48.7%	5.1%	8.3%	5.5%	10.7%	7.7%	9.3%	4.6%		
High School 75 or less	48.5%	3.0%	11.9%	2.2%	13.6%	7.1%	9.8%	3.8%		
Total High School Percentage	52.7%	7.5%	5.3%	5.2%	10.8%	5.1%	8.4%	5.1%		
K-12 > 399	56.6%	5.8%	4.7%	5.7%	9.6%	5.3%	6.4%	5.7%		
K-12 < 400	52.4%	3.6%	9.9%	3.2%	10.8%	6.8%	8.7%	4.7%		
Total K-12 Percentage	54.9%	4.8%	6.9%	4.7%	10.1%	5.9%	7.4%	5.3%		
Percentage/ANB all MT Schools	56.2%	7.6%	5.2%	5.1%	9.8%	4.8%	6.3%	4.9%		

*Source: Trustees Financial Summary, Montana K-12 Public Schools, 1998-99

Appendix O

Per Pupil Expenditures by Object, 1998-99

DOLLARS EXPENDED	Salaries	Purchased		Capital			
Description	99 ANB	Benefits	Services	Supplies	Outlay	Other	TOTAL
Elementary > 2500	39,026	4,205	511	305	138	160	5,319
Elementary 851-2500	23,422	4,296	439	435	241	166	5,577
Elementary 401-850	12,312	4,534	520	526	312	157	6,048
Elementary 151-400	15,008	4,257	600	576	228	212	5,873
Elementary 41-150	5,864	4,689	830	678	235	185	6,618
Elementary < 40	1,573	3,748	1,002	615	201	46	5,612
Total Per Elementary Pupil	97,205	4,298	536	434	206	168	5,642
High School > 1250	22,638	4,490	764	423	223	285	6,184
High School 401-1250	10,487	4,427	672	592	278	125	6,094
High School 201-400	5,470	4,686	883	705	309	178	6,762
High School 76-200	5,258	5,797	1,206	959	427	213	8,603
High School 75 or less	1,479	7,810	1,683	1,324	708	282	11,806
Total Per High School Pupil	45,332	4,759	838	588	286	226	6,697
K-12 > 399	12,615	4,188	597	459	214	235	5,694
K-12 < 400	6,601	5,628	868	855	450	203	8,004
Total Per K-12 Pupil	19,216	4,683	690	595	295	224	6,487
All Montana Schools	161,753	4,473	639	496	239	191	6,038

PERCENT ALLOCATION

Description	Salaries & Benefits	Purchased Services	Supplies	Capital Outlay	Other
Elementary > 2500	79.1%	9.6%	5.7%	2.6%	3.0%
Elementary 851-2500	77.0%	7.9%	7.8%	4.3%	3.0%
Elementary 401-850	75.0%	8.6%	8.7%	5.2%	2.6%
Elementary 151-400	72.5%	10.2%	9.8%	3.9%	3.6%
Elementary 41-150	70.9%	12.5%	10.2%	3.6%	2.8%
Elementary < 40	66.8%	17.8%	11.0%	3.6%	0.8%
Total Elementary Percentage	76.2%	9.5%	7.7%	3.6%	3.0%
High School > 1250	72.6%	12.4%	6.8%	3.6%	4.6%
High School 401-1250	72.7%	11.0%	9.7%	4.6%	2.0%
High School 201-400	69.3%	13.1%	10.4%	4.6%	2.6%
High School 76-200	67.4%	14.0%	11.1%	5.0%	2.5%
High School 75 or less	66.1%	14.3%	11.2%	6.0%	2.4%
Total High School Percentage	71.1%	12.5%	8.8%	4.3%	3.4%
K-12 > 399	73.6%	10.5%	8.1%	3.8%	4.1%
K-12 < 400	70.3%	10.8%	10.7%	5.6%	2.5%
Total K-12 Percentage	72.2%	10.6%	9.2%	4.6%	3.5%
Percentage/ANB all Montana Schools	74.1%	10.6%	8.2%	4.0%	3.2%

*Source: Trustees Financial Summary, Montana K-12 Public Schools, 1998-99

Appendix O

School District Revenue, 1998-99

DOLLARS EXPENDED Description	99/Pupil ANB	99/Pupil Property Tx	99/Pupil Non Levy Rev	99/Pupil County Rev	State Rev	99/Pupil Pupil Fed Rev	Total
Elementary > 2500	39,026	60,873,513	17,355,274	21,680,401	92,846,877	17,333,558	210,089,622
Elementary 851-2500	23,422	28,562,612	10,512,864	12,211,830	59,496,289	20,367,094	131,150,689
Elementary 401-850	12,312	15,745,051	6,556,260	6,817,455	31,067,461	15,479,940	75,666,167
Elementary 151-400	15,008	20,237,351	7,738,635	8,175,349	39,169,425	13,742,892	89,063,653
Elementary 41-150	5,864	10,087,614	4,119,903	3,773,451	15,276,839	5,290,687	38,548,495
Elementary < 40	1,573	2,894,929	1,067,035	921,304	3,868,687	504,627	9,256,582
Total Elementary Revenue	97,205	138,401,071	47,349,971	53,579,791	241,725,578	72,718,798	553,775,208
High School > 1250	22,638	41,859,198	15,689,581	13,816,078	64,234,874	7,905,473	143,505,205
High School 401-1250	10,487	14,010,783	6,408,400	5,726,610	33,412,550	5,136,438	64,694,782
High School 201-400	5,204	9,059,017	3,766,343	3,173,152	16,415,166	2,836,414	35,250,092
High School 76-200	5,174	10,314,636	3,934,157	4,291,935	20,247,507	6,658,861	45,447,096
High School 75 or less	1,446	4,237,293	1,569,910	1,575,779	7,579,184	1,797,950	16,760,117
Total High School Revenue	44,949	79,480,927	31,368,391	28,583,555	141,889,282	24,335,136	305,657,292
K-12 > 399	12,615	16,803,046	7,209,529	6,723,568	35,165,776	5,306,701	71,208,621
K-12 < 400	6,984	16,031,681	6,382,621	5,548,423	23,089,378	4,591,815	55,643,918
Total K-12 Revenue	19,599	32,834,728	13,592,150	12,271,991	58,255,154	9,898,517	126,852,540
Total Montana Revenue	161,753	250,716,726	92,310,512	94,435,337	441,870,014	106,952,451	986,285,039

Appendix O

Per Pupil Revenue, 1998-99

DOLLARS EXPENDED		99/Pupil	99/Pupil	99/Pupil	99/Pupil	99/Pupil	
Description	99 ANB	Property Tx	Non Levy Rev	County Rev	State Rev	Fed Rev	Total
Elementary > 2500	39,026	1,560	445	556	2,379	444	5,383
Elementary 851-2500	23,422	1,219	449	521	2,540	870	5,599
Elementary 401-850	12,312	1,279	533	554	2,523	1,257	6,146
Elementary 151-400	15,008	1,348	516	545	2,610	916	5,934
Elementary 41-150	5,864	1,720	703	643	2,605	902	6,574
Elementary < 40	1,573	1,840	678	586	2,459	321	5,885
Total Per Elementary Pupil	97,205	1,424	487	551	2,487	748	5,697
High School > 1250	22,638	1,849	693	610	2,837	349	6,339
High School 401-1250	10,487	1,336	611	546	3,186	490	6,169
High School 201-400	5,204	1,741	724	610	3,154	545	6,774
High School 76-200	5,174	1,994	760	830	3,913	1,287	8,784
High School 75 or less	1,446	2,930	1,086	1,090	5,241	1,243	11,591
Total Per High School Pupil	44,949	1,768	698	636	3,157	541	6,800
K-12 > 399	12,615	1,332	572	533	2,788	421	5,645
K-12 < 400	6,984	2,295	914	794	3,306	657	7,967
Total Per K-12 Pupil	19,599	1,675	694	626	2,972	505	6,472
Total Per Montana Pupil	161,753	1,550	571	584	2732	661	6097

PERCENT ALLOCATION

Description	99/Pupil	99/Pupil	99/Pupil	99/Pupil	99/Pupil
	Property Tx	Non Levy Rev	County Rev	State Rev	Fed Rev
Elementary > 2500	29.0%	8.3%	10.3%	44.2%	8.3%
Elementary 851-2500	21.8%	8.0%	9.3%	45.4%	15.5%
Elementary 401-850	20.8%	8.7%	9.0%	41.1%	20.5%
Elementary 151-400	22.7%	8.7%	9.2%	44.0%	15.4%
Elementary 41-150	26.2%	10.7%	9.8%	39.6%	13.7%
Elementary < 40	31.3%	11.5%	10.0%	41.8%	5.5%
Total Elementary Revenue	25.0%	8.6%	9.7%	43.7%	13.1%
High School > 1250	29.2%	10.9%	9.6%	44.8%	5.5%
High School 401-1250	21.7%	9.9%	8.9%	51.6%	7.9%
High School 201-400	25.7%	10.7%	9.0%	46.6%	8.0%
High School 76-200	22.7%	8.7%	9.4%	44.6%	14.7%
High School 75 or less	25.3%	9.4%	9.4%	45.2%	10.7%
Total High School Revenue	26.0%	10.3%	9.4%	46.4%	8.0%
K-12 > 399	23.6%	10.1%	9.4%	49.4%	7.5%
K-12 < 400	28.8%	11.5%	10.0%	41.5%	8.3%
Total K-12 Revenue	25.9%	10.7%	9.7%	45.9%	7.8%
Total Per Montana Pupil	25.4%	9.4%	9.6%	44.8%	10.8%

*Source: Trustees Financial Summary, Montana K-12 Public Schools, 1998-99

Appendix P

Educational Facilities Guidance

The National Trust for Historic Preservation, 1785 Massachusetts Avenue, NW, Washington, DC 20036, phone 202-588-6296, Website <http://www.nationaltrust.org>

The National Trust is a private, nonprofit organization, chartered by Congress and committed to saving America's diverse historic environments and the livability of communities nationwide. They are working with educational facility planners and other organizations to put the renovation of older schools on an equal footing with construction of new schools.

Council of Educational Facility Planners, International, 9180 E. Desert Cove, Suite 104, Scottsdale, AZ 85260, phone 480-391-0804, fax 480-391-0940, Website: <http://www.cefpi.com>.

CEFPI is a non-profit information agency that supports its members' professional efforts in creating world-class educational facilities. CEFPI is a source for information on building, renovating, and evaluating schools. The mission of the Council of Educational Facility Planners International is to promote the development of educational facilities that provide the best possible learning environment.

National Clearinghouse for Educational Facilities, 1090 Vermont Avenue, NW, Suite 700, Washington D. C. 20005-4905, phone toll free 888-552-0624, Website: <http://www.edfacilities.org>.

The NCEF has organized its collections of information around the educational facilities cycle. Technical Assistance is available in four core areas of expertise: Planning, Design, Construction, Maintenance and Operation. NCEF is part of the Educational Resources Information Center (ERIC) system, sponsored by the U.S. Department of Education and the National Library of Education.





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